

**SECONDARY SCHOOL ESL TEACHERS' BELIEFS AND
PRACTICES IN THE TEACHING OF PRONUNCIATION**

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ABSTRACT

Despite the emphasis on the role of pronunciation in obtaining proficiency in the English Language and the rightful place it has been given in the Malaysian Secondary School English Language syllabus, pronunciation still struggles to gain the attention it deserves in the ESL classrooms. Thus, it is the purpose of this study to investigate the beliefs of selected ESL teachers that have led to their decisions on their classroom practices in pronunciation instruction. This study focuses on three aspects of the teachers' beliefs; firstly, the beliefs of their roles in learning and teaching pronunciation. Secondly, the beliefs they hold about the focus areas in pronunciation instruction and finally, their beliefs of approaches in the teaching of pronunciation. This study also investigates the ESL teachers' strategies in incorporating the instruction of pronunciation features in their teaching of other language skills and contents. Then, the congruence of the teachers' beliefs about pronunciation instruction and their classroom instructional practices are looked at to understand the process that happens between them. The study utilizes a multiple case study approach which allows an in-depth investigation that captures the actual beliefs and practices of five selected secondary school ESL teachers in pronunciation instruction. A multiple case study was employed as it could help to unravel the complexity of beliefs in a curricular area which is often left out from the ESL lessons. The teachers were purposively selected to have an array of different educational background as well as professional experience. The data was collected from in-depth interviews with the participants and selected students taught by these participants. Besides interviews, data was also collected from observations of their selected ESL lessons to observe the practices of the integration of pronunciation into the ESL lessons. The data was then analysed manually to get the feel of the data. The triangulation of this study is enhanced through the cross case analysis of the data and the various methods of data collection. The study has found that the five teachers had vague and negative beliefs about pronunciation instruction. Most of the beliefs on pronunciation instruction they had were the reflections of their unsupportive experience during their schooling and professional experience. The ESL teachers' current teaching situations with the examination requirements and packed schools' agendas that limited their time to include the teaching of pronunciation contributed to their negative beliefs about pronunciation instruction. This is evident in their practices of pronunciation in the ESL classrooms observed. The contextual factors that bound the teachers and their teaching practices have a large impact on their decisions of whether to regard or disregard pronunciation in their ESL lessons. This study has concluded that conflicts occur between the English Language curriculum and the implementation of pronunciation instruction. As a result, teaching pronunciation appears to be challenging to the ESL teachers. This is supported by the trivialization of the pronunciation component by many parties including the participants themselves. The negative congruence between the teachers' beliefs about pronunciation instruction and their practices would indicate serious implications in the future of ESL instructions.

KEPERCAYAAN DAN AMALAN PENGAJARAN SEBUTAN DI KALANGAN GURU BAHASA INGGERIS DI SEKOLAH MENENGAH

ABSTRAK

Walaupun sebutan dalam Bahasa Inggeris telah diberikan peranan yang penting dalam penguasaan Bahasa Inggeris dan diberikan ruang yang sepatutnya di dalam sukatan pelajaran Bahasa Inggeris untuk Sekolah Menengah di Malaysia, komponen sebutan masih lagi berjuang untuk mendapatkan perhatian yang sewajarnya di dalam kelas ESL (Bahasa Inggeris sebagai Bahasa kedua). Oleh itu, tujuan kajian ini adalah untuk menyiasat kepercayaan guru ESL yang terpilih di mana kepercayaan yang mereka telah mempengaruhi keputusan mereka tentang bentuk amalan bilik darjah mereka di dalam arahan sebutan. Kepercayaan guru terhadap pengajaran sebutan ini dikaji pertamanya dari aspek kepercayaan mereka tentang peranan mereka di dalam pembelajaran dan pengajaran sebutan. Keduanya, kepercayaan mereka tentang bidang tumpuan dalam pengajaran sebutan disiasat dan akhir sekali kepercayaan mereka tentang pendekatan dalam pengajaran sebutan juga diambil kira. Kajian ini juga menyiasat strategi yang digunakan oleh para guru ESL ini dalam menggabungkan pengajaran ciri-ciri sebutan di dalam pengajaran kemahiran yang lain untuk bahasa. Kemudian satu penyiasatan yang mendalam telah dijalankan bagi melihat sama ada kepercayaan terhadap sebutan dan amalan pengajaran mereka di kelas adalah selari semasa pengajaran untuk memahami proses yang berlaku di antaranya. Kajian ini menggunakan pendekatan kajian kes pelbagai yang membolehkan penyiasatan yang mendalam yang dapat merangkumi kepercayaan sebenar lima orang guru ESL yang terpilih untuk mengkaji tentang pengajaran sebutan mereka. Bentuk kajian seperti ini dapat membantu membongkar isu-isu yang rumit berkaitan dengan kepercayaan dalam bidang sebutan yang sering disisihkan dari pengajaran ESL. Guru-guru ESL di dalam kajian ini telah dipilih secara persampelan terpilih di mana mereka dipilih dari latar belakang pendidikan serta pengalaman profesional yang tertentu. Sekolah menengah di mana lima orang guru ESL ini mengajar, mengikuti silibus Kurikulum Standard Sekolah bagi Sukatan Bahasa Inggeris di mana komponen sebutan telah dimasukkan dan perlu diajar secara integrasi dengan kemahiran dan kandungan bahasa yang lain. Data yang dikumpulkan untuk kajian ini adalah dari temu bual mendalam dengan peserta kajian dan beberapa orang pelajar yang diajar oleh peserta kajian ini. Selain dari temu bual, data juga dikumpulkan daripada pemerhatian pelajaran ESL yang dipilih. Data kemudiannya dianalisis secara manual. Kajian mendapati bahawa kelima-lima orang guru tersebut masih tidak jelas tentang kepercayaan mereka dan mempunyai kepercayaan yang negatif tentang arahan sebutan. Kebanyakan kepercayaan mereka tentang pengajaran sebutan adalah refleksi dari pengalaman yang tidak menyokong pengajaran dan pembelajaran sebutan semasa mereka berada di alam persekolahan dan juga sewaktu pengalaman profesional mereka. Situasi yang dapat dilihat dari kajian ini adalah dipengaruhi oleh keperluan peperiksaan dan agenda padat sekolah di mana ianya telah menghadkan masa mereka untuk mengintegrasikan pengajaran sebutan dan seterusnya menyumbang kepada kepercayaan negatif mereka tentang pengajaran sebutan. Ini terbukti dalam pemerhatian yang dijalankan terhadap amalan pengajaran sebutan mereka di dalam kelas ESL. Faktor-faktor kontekstual mempengaruhi kepercayaan dan amalan pengajaran sebutan di mana ianya telah menentukan keputusan mereka samada mengintegrasikan atau mengabaikan sebutan dalam pengajaran ESL. Kesimpulan dari kajian ini adalah, wujud konflik antara kurikulum dan pelaksanaan

pengajaran sebutan. Oleh sebab itu, sebutan dianggap mencabar bagi guru-guru ESL. Ini ditambah pula dengan amalan memperkecil-kecilkan komponen sebutan yang dilakukan oleh banyak pihak termasuk peserta kajian itu sendiri. Kongruen negatif antara kepercayaan guru tentang arahan sebutan dan amalan mereka telah mewujudkan satu implikasi serius terhadap pengajaran ESL.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter discusses the background of the study, statement of the problem, theoretical framework, conceptual framework, purpose and research questions, significance of the study, limitations of the study and the definitions used in the study.

1.1 Background of the Study

Belief in the context of education is a powerful tool for teachers in deciding the teacher's actions in the classrooms. Teachers' beliefs serve as very crucial concept in illuminating the processes in the teachers' minds which lead into their instructional decisions in the classroom. Research on teaching has long ago began to focus on teachers' beliefs as beliefs are considered important in assisting teachers to develop or form appropriate thinking about teaching and learning. Since beliefs have been investigated from both the psychological and philosophical perspectives, beliefs are capable of measuring the extent of a teachers' professional growth (Kagan, 1992). Thus, investigating pronunciation practices on the perspectives of teachers' beliefs would provide an understanding of the dilemma surrounding the issues of pronunciation instructions.

A teacher's beliefs are defined as psychologically held understanding, premises or propositions felt to be true and being permeable and dynamic in nature; it acts as a filter where new knowledge and experience are screened for meaning (Zheng, 2009). Teaching activities are by nature personal and a teacher's beliefs that are formed by schooling and professional experience play a role in conceptualizing their activities and tasks in the classroom (Borg, 2011; Pajares, 1992; & Nespor, 1987). In the field of

teacher education, it has been acknowledged that the teachers' practices in the classroom are an expression of their beliefs. However, it is also reasonable to believe that there are times that our actions do not conform to our beliefs. In research by Dobson and Dobson (1983) teachers sometimes adopt a different model of teaching in the classroom from their professed beliefs. Thus, gaps exist between the teachers' beliefs and classroom practices. Factors affecting this gap are worth investigating.

Numerous previous ESL research has found that pronunciation is given the 'Cinderella' treatment in many ESL classrooms around the world including in Malaysia. Although pronunciation has been given its rightful place in the English Language curriculum, many scholars (Gilakjani, 2011; Celce-Murcia et al, 1996; Brown, 1996) collectively believe that pronunciation plays an important role in building competency in the language, and the learners' development in the language will be impaired if they are not equipped and are deprived from a good knowledge and practice of pronunciation. Nevertheless, being equipped with the knowledge of pronunciation is insufficient as there must be a good connection between pronunciation and communication based on real context. Holding the belief that pronunciation is a set of meaningless and a decontextualized structure does not help in placing pronunciation to a place that it deserves in promoting the improvement of language competencies among the learners.

Thus, a study that investigates the teacher's beliefs about the teaching of pronunciation may also shed some light into placing pronunciation at the attention that it deserves in language learning and teaching to elevate the level of proficiency among the ESL learners in Malaysia to the expected intelligible level. This study which focuses on teachers' beliefs in pronunciation practices in secondary schools could provide the understanding of the values the teachers hold with regards to pronunciation in two aspects. Firstly, it could provide teacher trainers and course developers a better

understanding in dealing with teachers' existing beliefs about pronunciation instructions in order to help them develop positive conceptions and a reflection of their practices in pronunciation. Indirectly, this study would also help the selected teachers who participated in this study to articulate their beliefs about pronunciation instructions. Secondly it would equip the teachers with the pedagogical knowledge of pronunciation so that they could teach pronunciation effectively and accordingly, as most researchers agree that teachers allocated less time to teach pronunciation due to their uncertainty about integrating pronunciation into other language skills (Levis and Grant, 2004).

Literature in the area of teachers' beliefs agree that in order for the ESL teachers to understand the personal theories that they have in teaching pronunciation a descriptive data about their work in the classroom should be obtained. This involves the teachers' reflections of their classroom practices. However, in order to do this, teachers must be aware of the discrepancies that might exist between their actual practices and what they believe they do. There are several studies in teachers' cognitions and their teaching practices which support the claim that beliefs and practices may often be contradicting (Borg, 2003). These studies have shown that there is a strong influence of the teachers' beliefs to the teachers' classroom practices. This is proven throughout the development of research on teacher cognition. Firstly it was evident in the research on teachers' thought processes (Shavelson & Stern, 1981; Clark and Peterson, 1986), secondly, the research on teachers' personal knowledge (Clandinin & Connelly, 1987) and teachers' practical knowledge (Elbaz, 1981). These studies on teacher cognition have attempted to understand the interconnection between teachers' thoughts and their choice of actions in the classroom.

In Borg's review of teacher cognition, it was reported that for over 25 years, teachers' beliefs which is part of the study on teacher's cognition is seen as a significant aspect of teachers' lives especially in the teachers' professional lives. Based on that,

teachers' beliefs began to receive a lot of attention in the ESL field (Borg, 2003). Based on the extensive research on teachers' beliefs, a substantial body of research has agreed that "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003). This highlights the relevance of teachers' beliefs with the present focus of this study which is on the most neglected component in the English Language subject, pronunciation.

Previous studies on teachers' beliefs have pointed out several key questions about the beliefs that teachers have on the development of these cognitions, the interaction of cognition with teachers' professional learning and its interaction with classroom practice (Borg, 1997). Based on these studies, there is enough evidence to prove that teachers' experiences as learners can inform beliefs about teaching and learning which influence the teachers' entire teaching career. To date, although much has been written about teachers' beliefs and language teaching and learning (Borg, 2003), the focus of those studies were mainly on its relationship in teaching grammar and literacy skills. The critical area of ESL teachers' beliefs about pronunciation teaching and learning has been neglected. This is based on the situation where many ESL classrooms in various parts of the world have placed very little importance on pronunciation teaching and learning.

The negligence towards pronunciation is confirmed by several previous studies. Gimson (1971) asserted that, compared to the earlier part of the 19th century, currently, it is no longer necessary to stress the importance of adequate pronunciation in language learning. In Mexico, Dalton (2002), described pronunciation as 'the Cinderella of language teaching'. In Taiwan, teachers argue that English pronunciation is not important at all (Lin, Fan & Chen, 1995). Wong (1993) commented that teaching pronunciation is useless as it would be difficult and impossible for learners to identify

the differences between ‘ship’ and ‘sheep’ for example. In Thailand, Wei and Zhou (2002) and Syananondh (1983) reported that English pronunciation is simply ignored in the curriculum of some universities there. Several studies on teacher’s pronunciation instructions in Malaysia proved that pronunciation practice is also neglected in the ESL lessons in schools and higher learning institutions. Nair, Krishnasamy and De Mello (2006), found that teachers avoid teaching pronunciation by giving several reasons or excuses as a result of their inability to teach pronunciation. Jayapalan and Pillai (2011) surveyed secondary school students on the teaching of pronunciation in their classrooms and found that a lack of focus was given on teaching and learning pronunciation. Activities conducted were mostly centered on the main components tested in the examination. This indicates the lack of concern over the pronunciation skills by the teachers. Teachers lack the realisation of the impact in neglecting the pronunciation skills to the learners’ overall competency in the language. If teachers take time to investigate the causes of the lack of competency, they would find that the lack of pronunciation teaching and learning impedes learners’ competency in the language. Tunku Mohani Tunku Mokhtar (1983) conducted a study on selected pronunciation errors made by secondary Malay students in Malaysia and found that by diagnosing students’ phonological errors, teachers will be aware of the problems involved and they would then be able to allocate time in teaching pronunciation as well as incorporating the elements into their teaching materials. As stated by Shulman (1987, p. 7), teaching necessarily begins with a teacher’s understanding of what is to be learned and how it is to be taught.

In the aspect of assessment, Wei (2004) reported that very few tests require students to show their abilities that are related to pronunciation or speaking. This whole scenario depicts the place of pronunciation among the other language skills. A study conducted by Jayapalan, and Pillai (2011) showed that students felt activities that led to

pronunciation teaching such as role-play was time consuming as it used up the time that should be spent for learning the skills tested in the examinations.

Nevertheless, many researchers of pronunciation agree that pronunciation is an integral part of English Language teaching. Morley (1991) stressed the necessity of teaching English pronunciation in ESL or EFL classrooms. Although it is a common classroom practice to focus on the four language skills, namely listening, speaking, reading and writing as well as grammar and vocabulary to achieve communicative competence, pronunciation completes the journey in acquiring competence in the target language. However, it must be given ample emphasis and not be totally ignored.

Wei (2004) stressed if anyone were to gain communicative competence, pronunciation should be of one's central concern. Wong (1987) pointed out that although some non-native speakers excel in their grasp of vocabulary and understanding of grammar, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively. Wong (1993) continued to argue that when pronunciation and listening are connected, the importance of pronunciation is more emphasized and distinct. This is crucial as listeners expect speakers to employ certain patterns of rhythm and intonation in their speech to ensure that effective communication takes place. If the rhythm and intonation falls below the expected level, listeners may not be able to get the intended meaning. Similarly, listeners need to understand, how speech is organized and what patterns of intonation mean in order to be able to accurately interpret the speech of the speaker. Based on these needs, Wong (1993) emphasized that learning pronunciation will develop the learners' abilities in comprehending spoken English. Wong added that a lack of knowledge of pronunciation could even have negative effects on learners' reading and spelling. This indicates that pronunciation teaching and learning should be emphasized from as early as the child is exposed to formal teaching.

This is stressed by Wei (2004) where it was stated that it is important that students pay close attention to pronunciation as early as possible.

Thus, the purpose of this study is to investigate the beliefs of the selected secondary schools' ESL teachers about pronunciation in terms of their beliefs of their roles, focused areas, and instructions. Little attention has been given to the teachers' beliefs of pronunciation instructions. As mentioned previously, understanding the teachers' beliefs about pronunciation instructions is crucial as the teachers' actual practices are informed by the teachers' personal theories or beliefs. The second purpose of this study is to investigate the approach the teachers use in integrating pronunciation into the other language skills. The final purpose was to investigate whether their beliefs are consistent with the theoretical developments in the ESL field, their professional education and their classroom practices. Thus, given the rightful place that pronunciation has been given in the Malaysian English Language curriculum, and the lack of research conducted on the teachers' beliefs about pronunciation instructions, this study serves to bridge the gap in the present literature.

1.2 The Malaysian Context: The Pronunciation Component in the KBSM English Language Syllabus

In Malaysia, the falling proficiency of the English Language among the learners is often regaled by many quarters. The declining standard of English proficiency has even forced the Ministry of Education to implement the learning of Science and Mathematics in English for Year 1, Form 1 and Lower 6 students in 2003 but the move was terminated recently in 2012. It was perhaps due to the assumption that English Language could also be improved through the teaching of Mathematics and Science in the English Language. In the study by Pillay and North (1997), it was found that there was a conflict between the official syllabus, the textbook syllabus and the examination

syllabus that put the English teachers in a dilemma over the content to be taught. Topics and themes were the main focus in the syllabus and textbooks. However, in the examination, the four language skills, vocabulary and grammar were given emphasis. In relation to the pronunciation component in the English Language syllabus, the pronunciation skills are given less emphasis in the classroom and examination although it is outlined in the syllabus. This raises the question of the relevance of the syllabus to the teacher. What made the teacher decide to neglect the pronunciation skills if the importance is reflected in the syllabus? The integrity of the teachers is then at question as not to deliver what the students have rights to learn.

The Malaysian National syllabus for secondary school, the KBSM (Kurikulum Bersepadu Sekolah Menengah / Integrated Secondary School Curriculum) covers various subjects mainly Bahasa Malaysia, English, Mathematics, Science, History, Geography, Art, Physical Education, Living Skills, and Moral. Currently, all the subjects are taught in Bahasa Malaysia except English. The students who are under the KBSM programme will have to sit for the Sijil Pelajaran Malaysia (SPM) at Form 5. The English Language syllabus provides suggestions on the teaching and learning strategies which give examples of varieties of the English Language activities. There are English Language syllabuses which outline the contents to be taught to the students in Form One to Form Five in the secondary schools. It serves as a guideline for the English Language teachers to help them plan effective English Language lessons only in terms of the content to teach and some useful suggestions for activities; however, the teachers are encouraged to use their creativity in making the activities more interesting, challenging and suitable for their learners' level of proficiency.

As stated in the KBSM English Language syllabuses (Sukatan Pelajaran Kurikulum Bersepadu Sekolah Menengah, 2000, p. 1), the English Language curriculum for the secondary schools is designed to prepare learners to use the language

in their daily lives, to progress in higher education as well as to be used for their future employment. The syllabus also emphasizes on the global needs of being a proficient speaker for the purpose of interaction with speakers from other countries who speak the English Language as their first, second or foreign language.

The content that has to be taught as stated in the secondary English Language syllabus has included pronunciation as part of the language content besides grammar and vocabulary. According to the KBSM curriculum specifications for English Language, the aim of teaching pronunciation is to enable pupils to “pronounce words correctly as well as to observe word stress, intonation and rhythm correctly” (KBSM Curriculum Specifications for English Language). In order to achieve this aim, the syllabus has outlined specific consonant and vowel sounds as well as the suprasegmental features to be taught with the objective of achieving clear speech and intelligibility.

The KBSM Curriculum Specifications have also outlined an important element to be considered for teaching where it is important that all the skills (listening, speaking, reading and writing) are integrated. Therefore since an integrated approach is encouraged, the teachers also have to integrate the language contents which include the sound system, grammar and vocabulary as well as the infusion of moral values in their daily lessons. Teachers are also encouraged to do repetition, reinforcement and consolidation on the skills and language contents taught regularly to maximize learning. To achieve this, a learner-centred approach should be used so as to encourage learners to use and show their ability in using the language. Teachers must therefore ensure that materials or tasks used for teaching and learning suit the needs of the learners.

Almost all the four skills mentioned in the KBSM Curriculum Specifications require some knowledge and understanding of pronunciation. This includes the recognition or identification of sounds, production of sounds orally (speaking) and

reading skills. The pronunciation component is clearly outlined in the Malaysian school syllabuses which acknowledges the pronunciation component and indicates that it should be integrated in the four language skills. However, the reality does not depict the real teaching and learning situations in the language classrooms in the Malaysian secondary schools. This calls for an investigation of why this particular component is left out among other components. There is no indication of it being an optional component, thus it is worth investigating the teachers' thoughts that lead to the decision of not teaching it or integrating it in the other language components. It seems that the teachers are given the choice to decide the extent to which pronunciation should be included in their English Language lessons. Understanding the factors that lead to the decision is crucial in finding ways to solve the problem. For this purpose, understanding teacher's beliefs on pronunciation teaching and learning will assist in the understanding the decisions they make regarding the inclusion of the pronunciation component in terms of their roles in the teaching of pronunciation, their selection of content focus and appropriate approaches in the teaching of pronunciation.

1.3 Statement of the Problem

This study intends to discover the beliefs about pronunciation instructions of selected ESL secondary school teachers in Selangor, Malaysia and to investigate the consistency of their beliefs with the developments of teaching in the field of ESL, their professional development as well as their classroom practices. In the field of teacher education, it is widely acknowledged that teachers' practices in the classroom are an expression and reflection of their beliefs and educational policies, and that beliefs play an important role in their conceptualisation of instructional tasks and activities (Pajares, 1992; Nespor, 1987; Dobson & Dobson, 1983).

As asserted by Celce-Murcia et al. (1996), “Only through a thorough knowledge of the English sound system and thorough familiarity with a variety of pedagogical techniques, many of which should be communicatively oriented, can teachers effectively address the pronunciation needs of their students”. The two important features in teaching pronunciation highlighted above are the teachers’ knowledge on the subject matter and pedagogical techniques. In the Malaysian teacher training context, the former feature seems to be given more attention as compared to the latter. Teachers are not equipped with techniques to teach pronunciation. As a result, pronunciation is forgotten among the other language skills. This leads to the low motivation for teaching pronunciation among the ESL teachers. Pourhossein Gilakjani and Ahmadi (2011) commented that ESL teachers justified their negligence towards teaching the pronunciation skills with their limited and unequipped knowledge of techniques to teach pronunciation.

On the other hand, the English Language curriculum had not sidelined the pronunciation skills. It is evident in the curriculum that pronunciation is outlined from the beginning of primary school until the final year of the secondary school. The problem then lies in the actual practice. At this level, pronunciation is ignored. As a result of this, learners are deprived and denied of their rights to have access to all aspects of the language to develop their proficiency. This is a major setback in language learning as Pourhossein Gilakjani and Ahmadi (2011) noted, “many learners of English as a second language have “major difficulties” with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment”. Evidently, the teaching of pronunciation in their English Language subject is not fulfilled by the ESL teachers. It is clear that focus on pronunciation grants the ESL learners intelligibility when communicating with both native and non-native speakers of different backgrounds. This is emphasized by the goal

of teaching and learning pronunciation which is to enable the ESL learners to surpass the threshold level in a way that their pronunciation will not detract from their ability to communicate in the target language (Celce-Murcia, Brinton and Goodwin, 2006).

Research by Kelly, (1969); Gimson, (1971); Syananondh, (1983); Lin Fan & Chen, (1995); Dalton, (2000); Wei and Zhou, (2002), showed that ESL teachers focused less or gave no attention at all to pronunciation. In Malaysia, related studies on pronunciation showed that pronunciation was studied in several ways. An old study conducted by DC Hart in 1969 looked at English Language pronunciation difficulties in Malaysia. Brown (1989,1998) investigated pronunciation in Malaysia and Singapore from the linguistics aspects. Rajadurai (2001) studied the effectiveness of teaching pronunciation to Malaysian TESL students. Nair, Krishnasamy and De Mello (2006) conducted discussions solely through interviews with 12 experienced teachers on their practices of pronunciation instructions in the schools and how pronunciation is integrated into the other skills. Gill (2007) investigated the acceptability of different kinds of varieties of English in Malaysia. In 2011, Jayapalan and Pillai surveyed 150 students to investigate the extent that pronunciation was taught and the accent preference. Finally Jani and Ahmadi (2011) reviewed the misconceptions about pronunciation learning.

In these previous studies, the problem of pronunciation instructions was not adequately dealt with. It was found that understanding the reasons behind the negligence of pronunciation through investigation of teachers' beliefs on pronunciation instructions provides a post mortem on the dilemma faced by the ESL teachers in teaching pronunciation. Through understanding the teachers' beliefs about pronunciation instructions' and the actual decisions they made in conducting the pronunciation lessons, teacher training courses would gain a better understanding of what teachers take with them in the training courses. The focus and approach for

teaching pronunciation could then be improved. Numerous studies on teachers' beliefs in educational research have shown that it is the teachers' overall beliefs systems that inform the decisions they make with regard to when and how they incorporate instruction and practice in their classrooms (Pajares, 1992; Kagan, 1992; Richards, 1998 & Borg, 2003). Teachers' beliefs or cognition is crucial in determining to a large extent, the teaching and learning practices in the classrooms. Borg (2003), reported that research by Beach (1994), Tabachnick & Zeichner (1986), proves that teacher beliefs or cognition and practices are mutually informing. Teachers' belief systems are based on the goals, values and beliefs the teachers possess with regards to the choice of content and strategies for teaching which involves cognitive, affective and behavioural dimensions. Borg (2006 p. 274) stressed that continuing research on teachers' beliefs in the areas of speaking, listening and vocabulary in the second language and foreign language context is crucial due to the scarcity of research in those areas.

In addition, the ESL teachers are expected to ensure that their pronunciation teaching practices in the classroom are in line with the current perspective of language teaching and learning which is to teach learners to become communicatively competent (Burgess and Spencer, 2000). Thus, the teaching of pronunciation must be carried out in a communicative manner that is to integrate pronunciation with all the language skills and content (Burgess and Spencer, 2000). However, whether the teachers' pronunciation instructions in Malaysia schools reflect this method is yet to be investigated as literature documenting teachers' classroom practices regarding pronunciation instruction in Malaysian context is scarce. Previous research on pronunciation pedagogy has focused on the level of explicitness of the teaching of pronunciation as well as determining the goal and focus of pronunciation teaching in Malaysia (Rajadurai, 2001) and on pronunciation training and language learning strategies (Patchara Varasarin, 2007).

To date, research on ESL teachers' strategies of teaching pronunciation is very scarce. Based on this, this research tries to fill in the gap between what researchers of pronunciation know and what practitioners do. Addressing the gap between theory and practice helps to build a solid foundation for further exploration on this aspect of language. Thus, this study is an attempt to fill in the gap between what the theory suggests into how pronunciation learning and teaching should be approached and how teachers' belief about pronunciation instructions have influenced their classroom practices in the Malaysian secondary school context.

By examining the beliefs and practices of pronunciation instruction, this study could raise teachers' awareness on the importance of pronunciation instruction to achieve intelligibility in communicating in the target language. The findings from the present study contribute to an understanding of how teacher education programs can help prepare prospective teachers to make informed pedagogical choices with regards to teaching pronunciation in Malaysian secondary schools. The insights gained from this study could also contribute to the improvement of teacher education curricula that may enhance beliefs that are supportive to the teaching approaches reflected in the national curriculum.

1.4 Theoretical Background of the Study

The theoretical perspectives of this study is drawn from Borg's (1997) Teacher cognition, schooling, professional education and classroom practice (1997) and Burgess and Spencer's (2000) Strategic Pedagogic Model. The link between teachers' beliefs and the practices of pronunciation teaching and learning can be explained through these two models. They are used in this study to support the investigation of teachers' beliefs and the practices of pronunciation teaching and learning and thus guided in forming the conceptual framework of this study. The first model that guided this study is the model

on the ‘Teacher cognition, schooling, professional education and classroom practice’ by Borg, (1997) as shown in Figure 1. Borg’s (1997) model contains a schematic conceptualization of teaching on how teachers’ cognition plays a crucial role in the teachers’ lives. This model addressed several important questions to consider in the investigation of teachers’ beliefs. Based on this model, teachers have cognitions on every aspect of their work. Borg (1997) has used the term ‘teacher cognition’ to collectively refer to several psychological constructs. This model shows how cognitions are developed by drawing a link to teachers’ learning experiences. Borg shows that cognitions are developed both during teachers’ schooling years and professional training. These learning experiences or training then influence the teachers’ classroom practices and their entire career as teachers. Contextual factors are also included in this model where it plays a role in influencing the congruence between the teachers’ beliefs and practices.

Nisbett and Ross (1980) found that the beliefs which are established early in life are resistant to change. Beliefs are formed on experiences that give a huge or critical impact on an individual’s life. In relation to that, teachers develop their early cognitions from their experience as learners themselves (Lortie, 1975). The experiences they had during their schooling years in terms of their personal learning achievements and specific classroom experiences with their teachers and the learning experience develop the teachers’ own conception or theory about learning and language learning.

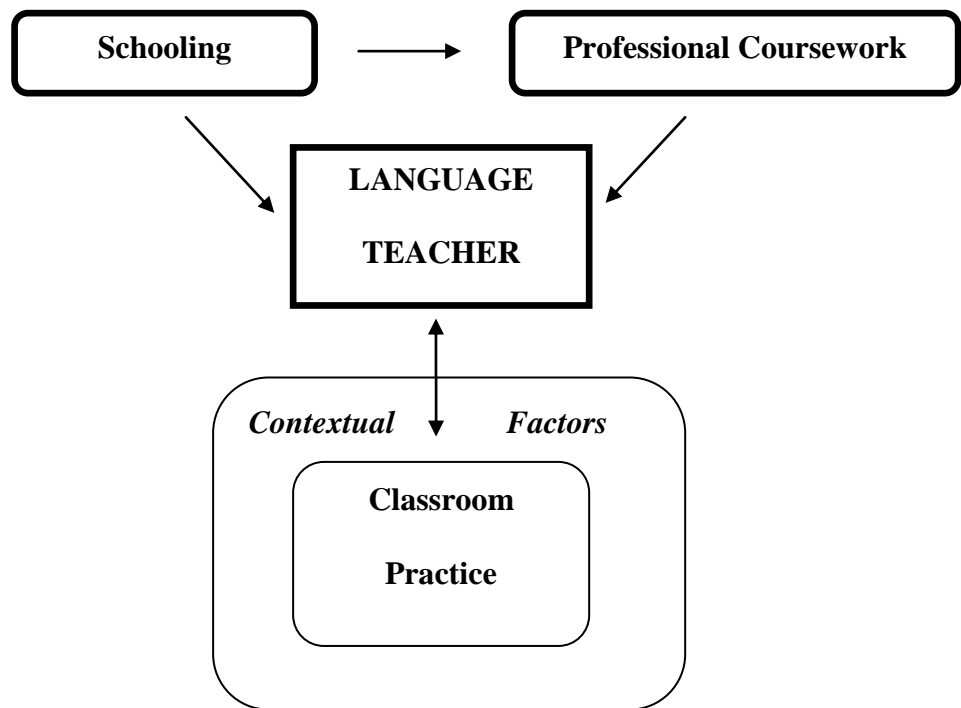


Figure 1.1 Teacher cognition, schooling, professional education and classroom practice (Borg, 1997)

According to Brookhart and Freeman (1992), at the beginning of teachers' professional coursework or training, teachers often have inappropriate assumptions about teaching and learning. This means that during teacher training the teachers are deeply rooted in their cognitions that are formed earlier on in their lives. Several studies (Freeman, 1993; Almarza, 1996; and Sendan and Robert, 1998) showed the changes in the beliefs after undergoing teacher training but there are also studies that went under serious criticisms, which did not see the alteration in the early cognitions of the teachers. Borg (1997) then suggests in his model that early cognitions must be acknowledged. Otherwise the training may leave a limited impact on the development of new cognition. Contextual factors are taken into consideration in Borg's (1997) model where it takes into account the external and internal factors that influence the

classroom practices. This may lead to the changes in cognition and result in incongruence between beliefs and classroom practices. Thus, as suggested by Borg (1997) the classroom practices is determined by the interaction between cognitions and contextual factors.

The second model that guided in forming the conceptual framework of this study is the 'Strategic Pedagogic Model' which incorporates the pronunciation skill into integrated skills by Burgess and Spencer (2000). The Strategic Pedagogic Model in Figure 2 is a model which is derived from Morley's (1991) idea of reincarnation of pronunciation teaching in a "broadly-constructed communicative approach". In the Communicative Language Teaching approach, the teaching of pronunciation has been neglected and this new approach incorporates pronunciation in a "broadly" communicative way into the ESL lessons and may contain several activities that are not truly communicative but focus more explicitly on some aspects of the language.

This model is chosen as it strongly proposes a strong integrated approach between the teaching and learning of pronunciation in the context of second or foreign language as well as the understanding of the pedagogical knowledge and content knowledge of phonology among the teachers. To further elaborate, the model takes into consideration of two important elements. First and foremost it highlights the importance of the context of pronunciation teaching and learning. In this study, the context of teaching and learning pronunciation is the secondary school context country where status of English Language is given as the second language. The composition of various speakers with various first language backgrounds are also considered. Another contextual factor considered is the specific aims of pronunciation teaching and leaning as stated in the Malaysian Secondary School syllabus. Contextual factors which include common teaching practices, school examinations, expectations from parents and society as well as other related factors are also looked at. Secondly, this model highlights the

importance on the knowledge of phonology and the pedagogical aspects of pronunciation among the teachers of this research's context, which is the second language context. This model contains a guide for integrating pronunciation. The integration of pronunciation is integrated with considerations of various aspects at each stages of the model.

According to Burgess and Spencer (2000) this model resembles more on the task based learning approach. The activities in this model reflect integration of pronunciation into two levels, mainly the lower and broader level. The lower level suggests integration of pronunciation into skills work, mainly speaking activities, listening activities as well as reading and writing activities. The broader level suggests the integration of these language skills with other aspects of language, for example, genre-appropriacy, discourse grammar features and vocabulary. Burgess and Spencer (2000) suggested a story's sequence of events, or descriptive set of points of information or a sequence of step in procedure or a process as ideas that would address integration at both levels. This model suggests practice at all stages and presentation on forms based on the realization and completion of the tasks. This model is not a rigid pattern for a teacher to follow but flexible depending on situations and circumstances faced by the teacher and learners.

In Input 1, the teacher selects new language items that are beyond the level of the learners. This selection can be based on ideational level, for example, listening to a story and interpersonal level through listening to a dialogue between two friends. The features in the dialogue would contain aspects of pronunciation in segmental or suprasegmental features. The learner processing at this stage is more of a top-down approach as it is highly communicative and focused on meaning.

Output 1 brings the learners to focus on forms. Through the use of flow diagrams or tree diagrams, the learners demonstrate their understanding of the input or

language items introduced in the input stage through controlled speaking or writing activities. The diagrams would provide a focus on the language item. Then, learners use the form learnt in the controlled speaking or writing practice. The controlled activities should be in a form of meaningful drills as opposed to mechanical drills. The activities in the output 1 should have prepared the learners for fluency practice in output 2. The learners use the activities done in output 1 as a model for the freer activity in output 2.

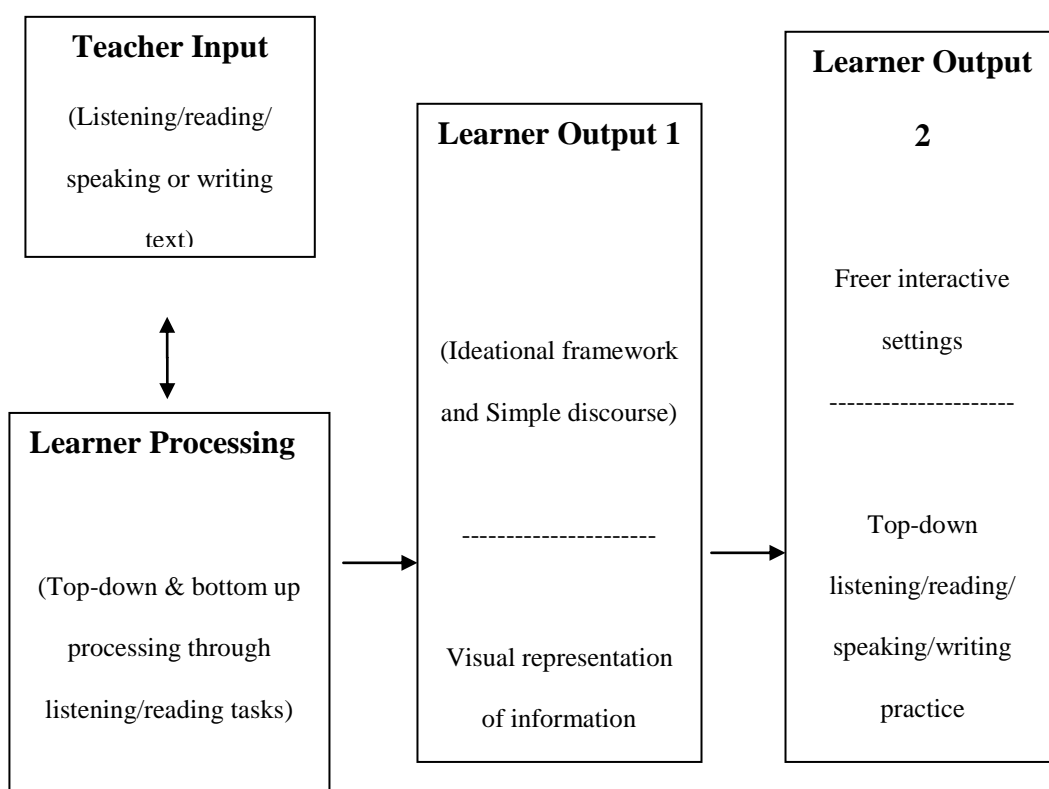


Figure 1.2 Strategic Pedagogic Model incorporating pronunciation into integrated Skills (Burgess and Spencer, 2000)

This model is used in this study as it is useful in understanding the teachers' teaching and learning approaches based on their teaching environment. This model describes the extent of the approaches the selected ESL teachers take in their effort and in their understanding of integrating pronunciation into other language skills. It also provides a detailed consideration into various aspects which are more than just looking

into ‘how the teacher teaches pronunciation’. It extends into the various decisions the teachers have to make in teaching pronunciation. Since this study looks into the beliefs of the teaching in pronunciation instruction, Burgess and Spencer’s (2000) model fits well into mapping and understanding the approaches and strategies the teachers take in their effort to teach pronunciation.

1.5 Conceptual Framework

In addressing the research questions of the study, the two models discussed earlier, mainly Borg’s concept on researching language teacher cognition (1997) and Burgess and Spencer’s Strategic Pedagogic Model which incorporates pronunciation into integrated skills (2000) were used in forming a conceptual framework to guide this study. The diagram below (Figure 3) displays the interconnection of the selected aspects from Borg’s Model (1997) and Burgess and Spencer’s Model (2000) in the formulation of the conceptual framework.

Two dimensions from Borg’s Model (1997) on language teacher cognition - the cognitions the teachers formed in their schooling experience and professional coursework that include their teacher training and in service training were used in answering the first research question on the teachers’ beliefs about pronunciation instructions. These were used as Borg (1997) showed that cognitions are developed from the teachers’ experience as learners which were formed during their schooling years until their professional lives.

Another dimension in Borg’s model (1997), the contextual factors, helped in investigating the third research question on the congruence between the teachers’ beliefs and practices. The congruence and incongruence may have resulted from the contextual factors surrounding the teaching and learning environment. In answering the second research question, Borg’s model (1997) showed the influence that teachers’ cognitions

have on the classroom practices which then gives impact on the teachers' decisions on the teaching strategies and approaches.

The conceptual framework shows the interconnection between ESL teachers beliefs about the teaching of pronunciation and the practices employed in the ESL classroom. There are four considerations for understanding teachers' beliefs. The beliefs of the teachers encompass firstly, the understanding based on knowledge and experience as learners and teachers of the appropriate model of pronunciation to be used and taught in the classroom. This is one of the factors which determine the roles employed by the ESL teachers in teaching pronunciation. The choice of model is seen as a factor that may also influence the teachers' selection of content as well as approach to the teaching of pronunciation. The KBSM syllabus outlined the phonemes based on British English, however, ESL teachers' beliefs may have had influence of a different choice of model based on the teachers' academic and social exposure as well as ability.

The beliefs of the ESL teachers may also be influenced by the knowledge gained through their schooling years and professional training. In this case, the ESL teachers had various ways of being exposed to pronunciation learning and teaching through formal learning in schools as well as during their professional training both in teacher training and non teacher training experience. They are perhaps exposed to different styles of teaching during these years and the ways English was used socially and academically and how language was perceived may differ. Learners factor play a role affecting teachers' beliefs where teachers select the content focus for pronunciation as well as approach through the learners' level of proficiency, ability as well as background. Teachers tend to design their lessons based on learners' needs thus, the appropriate selection is made with the learners in mind.

Finally, the teaching practices which has direct influence from the external factors such as school policy, examination policy and syllabus requirements determines

the beliefs of pronunciation practices. The practices may support or discourage the teaching of pronunciation. Teachers often abide by the policies and requirements and therefore may change or alter certain beliefs that the teachers hold about the teaching of pronunciation.

Based on the conceptual factor, problems may arise and become the relevant factors in explaining the congruence as well as incongruence between the teachers' beliefs and practices on pronunciation teaching. The beliefs and practices may appear to influence each other in terms of changing or altering a certain beliefs. Where it is a common and logical assumption that beliefs may influence teachers' decision in the actual practices, the practices may have the similar effect to the beliefs.

Based on the considerations of teachers' beliefs, the study will then focus on the factors that lead to the actual pronunciation lessons or lessons that had incorporated the pronunciation component. Goal, purpose, content and strategies are mainly the factors that influence the design of the lesson. An ESL teacher usually decides on the topic or skills to be taught and set relevant goals to be achieved at the end of the lesson. The goal determines the extent of integration of the language skills and language content. Objectives then are set based on the choice of content or skills taught. The purpose of the lesson basically depends on the syllabus requirements as well as examination. A lesson is always derived based on a certain purpose. The purpose could be driven by the requirements of the syllabus and more often closely related to examination purposes. The content of a lesson determines the extent of pronunciation skills inclusion. Skills that are often associated with pronunciation such as listening and speaking may require more focus on pronunciation. The reading and writing skills on the other hand may contain lesser association with pronunciation skills.

Finally the strategies employed by the teachers in teaching pronunciation may reflect the expose and training the teachers had undergone. Traditional strategies may be

a more familiar strategy with the teaching of pronunciation. A more interactive approach may reflect the indirect integration of pronunciation in to the lesson as compared to the traditional approach where explicit teaching of pronunciation may be evident. Burgess and Spencer's model (2000) helped in investigating how pronunciation was integrated into the ESL lessons. This model is used to guide the researcher into investigating the actual strategies and approaches used in teaching pronunciation. The investigation is carried out through lesson observations. The observations are either conducted before or after each interview. This helps to clarify certain actions taken during the lessons observed.

Thus, the Burgess and Spencer's model (2000) helps in guiding this study into understanding how the participants plan and deliver a lesson which incorporates the pronunciation skills. It also assists in finding out how the participants teach new pronunciation items and how pronunciation skills are integrated in the four language skills or if it is taught in isolation. This model could show the balance of the integration between skills. It serves as a basis to investigate whether pronunciation is taught in integration with the receptive or productive skills. Another angle in which this model helps in the investigation of pronunciation instruction is the types of activities or strategies used in teaching pronunciation in terms of the level of students' involvement required. In other words it looks at whether the activities are controlled where students have less involvement or freer activities with ample opportunities for students to participate. Finally, it looks into the extent of the implementation of the communicative approach in teaching pronunciation.

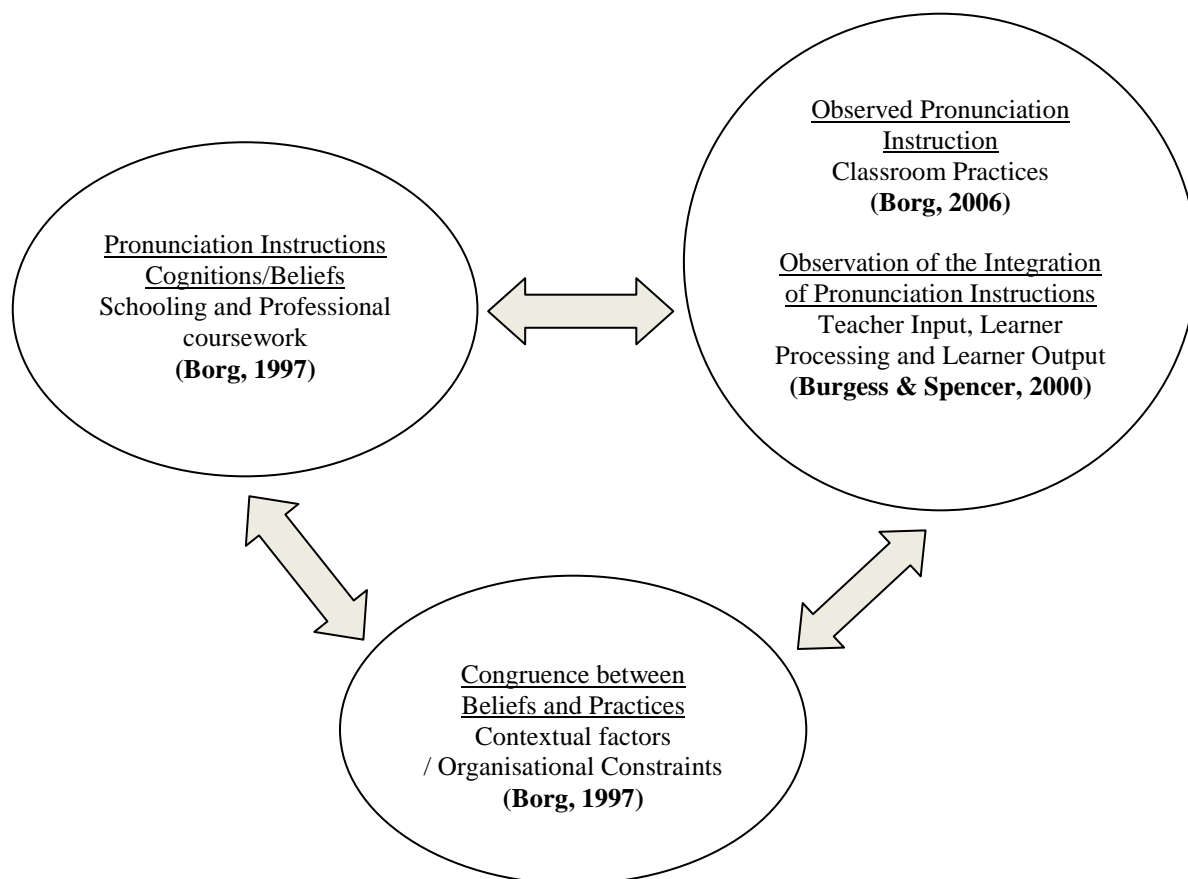


Figure 1.3 Conceptual Framework of the Study

1.6 Research Questions

The purpose of this study is to explore the beliefs of selected English Language teachers on the teaching of pronunciation and the nature of relationship between their beliefs and their pronunciation teaching practices. The study is pursued by the following research questions:

- 1) What beliefs do teachers hold about pronunciation content and instruction?
 - a) What are the teachers' beliefs about their role in teaching pronunciation?
 - b) What are their beliefs about focus areas in learning and teaching pronunciation?
 - c) What are their beliefs of approaches to the teaching of pronunciation?

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?
- 3) How are the teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

1.7 Significance of the Study

At present, most of the literature on teacher's beliefs has concentrated on all aspects of language skills, mainly, listening, speaking, reading and writing and language items such as vocabulary and grammar. The study of teacher's beliefs on the teaching of pronunciation is very scarce especially in the Malaysian context. Therefore, this study attempts to gain insight into the actual practice of pronunciation instruction in the Malaysian ESL classrooms, and at the same time acknowledging the pivotal role of teachers' beliefs in shaping the teachers' actual teaching practices of pronunciation. The study of teachers' beliefs in pronunciation instruction is significant because firstly, it contributes towards the theoretical explanation of teachers' beliefs in terms of the teaching of pronunciation especially in the Malaysian context where English is taught as a second language with other unique sociolinguistics factors that may influence the teachers' beliefs about pronunciation instructions. Secondly, it is acknowledged that understanding teachers' beliefs on the teaching of pronunciation plays a crucial role in understanding and determining how teachers' professional training and their interpretation of the pedagogical information is translated into their practice in the classroom (Borg, 2003). Finally, this study will provide useful information to curriculum or program developers, material designers and teacher training institutions in an effort to improve teaching practices through improved teacher training programs (Johnson, 1994) by taking into account the effect of teachers' beliefs of pronunciation

on their actions in the classroom. If at teacher training level, the teacher's beliefs is dealt with or articulated, trainees would be mature and sensible in making decisions in their pronunciation instructions.

Thus, the attempt at looking into the actual practices of pronunciation instructions will perhaps be a basis for the teachers' decision to focus on certain aspects of pronunciation and the teaching strategies employed, in line with the current goal of learning English Language as well as the amount of emphasis to be given when assessing pronunciation.

1.8 Limitations of the Study

The limitation of this study is that it uses a small sample of five participants. However, the depth of the study is much more sought after rather than generalizing the findings to other settings. Under certain circumstances, the findings may not be applicable to other settings as different individuals are submitted to different types and levels of experience as well as their context of the target language and teaching and learning on the pronunciation instructions to understand the impact of beliefs on the teachers' decisions to teach pronunciation.

The time factor is also another limitation to this study. The researcher needed to be at several different locations in carrying out the data collection as each participant is located at a different school. Even though the schools are all situated in Selangor – the west coast of Peninsular Malaysia, some locations require a longer travelling time thus the researcher was able to spend a maximum of 4 months in each school. However, the limited time spent in the schools was spent wisely in order to get the sense of the environment in the respective schools.

Since the instrument of the research is the researcher where all the analysis is carried out through the researcher's view, values and perspectives, it is not statistically

generalisable as the focus of this study is the in-depth understanding of beliefs and practices of pronunciation. Even though it is impossible to completely eliminate the researcher's bias, the researcher has, as far as possible, minimized the effects of bias.

This research is also limited by the time allowed by the participants for the research to be conducted, due to the teachers' obligation to fulfill various functions/tasks in carrying out their duties, for instance, as an administrator (attending meetings, completing paper work), a counselor (matters of pupils' disciplines and other related problems), and organizer (school related activities, for example, sports day, concert etc.).

1.9 Definition of Terms

The terms that are frequently used in this thesis are mostly defined based on the frameworks used in this study. The terms used in this study include teachers' beliefs, classroom practices, pronunciation skills and integration of skills.

1. Teachers' beliefs is what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classrooms (Borg, 1997). In this study, teachers' belief is viewed as being formed from the teachers' personal experiences and then interpreted based on the teachers' values. The beliefs of the teachers are also determined by other interacting factors that surround a particular situation. The teachers' schooling experience and professional experiences may also have impact over the way they behave as teachers.

2. Classroom Practices is what teachers do in the classrooms with regards to the teaching of pronunciation. This includes the approaches that they employed to teach pronunciation as well as the selection of content of pronunciation.
3. Pronunciation is a compulsory language component to be taught in the ESL secondary school syllabus. It was the main focus in language teaching methodology before the introduction of communicative language teaching approach. However specialists who believe in the importance of learning the aspects of spoken English, have designed models that would help ESL teachers to integrate pronunciation into other language skills. The Malaysian English Language syllabus has adopted the British English variety as the model for teaching pronunciation. Nevertheless, linguists agree that the standard native model is in reality impossible to be achieved by many non native speakers, thus the current trend of teaching has moved into the focus on intelligibility as opposed to following the native model.
4. Secondary school – In the Malaysian school system, secondary school refers to high schools for learners aged between 13 years to 17 years of age. The public secondary schools are also known as “Sekolah Menengah Kebangsaan” (National Secondary School) or “SMK” or “Sekolah Jenis Kebangsaan” (National Type Secondary School) or “SJMK”. Learners basically go through for five years secondary school where they begin from lower secondary school “Form 1” until “Form 3” and upper secondary school from “Form 4” until “Form 5”. Learners whom have completed their six years of primary education and have passed their end of primary year examination, UPSR would have to enter the secondary school (Form 1). Learners from the National Type

Secondary school who failed to obtain a minimum or grade C in the UPSR examination would have to undergo a one year transition class known as the “Kelas Peralihan” (Remove Class). At the end of Form 3, the students have to sit for a public examination “PMR” or “Penilaian Menengah Rendah” (Lower Secondary Assessment). At the end of Form 5, students have to sit for another examination “SPM” or “Sijil Pelajaran Malaysia” (Malaysian Certificate of Examination) in order to graduate from the secondary school.

5. ESL teachers refer to the teachers who are responsible in teaching English Language to the pupils. In Malaysia, the ESL teachers are customarily non native and second language speakers of the language. They come from various training background. In fact this study looks at ESL teachers from various levels of training background ranging from fully trained as ESL teachers and non-trained ESL teachers.
6. The term ESL connotes the status of English Language in Malaysia. In Malaysia English is considered the second language where it is used widely in social and official purposes. In Malaysia, some have argued that the status of the English Language is more akin to a foreign language, rather than a second language due to the declining proficiency of the language.

1.10 Conclusion

The study of teachers’ beliefs about the teaching of pronunciation plays a very important role in understanding how the selected ESL teachers perceive pronunciation instructions, how they process and use the information and knowledge about pronunciation content and instructions and how they filter these by accepting, rejecting

or altering certain ideas with regards to pronunciation instructions. In conducting this study, Borg's (2001) framework on Language Teacher's Cognitions was used as a frame for investigating teachers' beliefs about pronunciation. The framework was based on the various research that have been conducted on teachers' cognition and his attempt on standardizing research on teachers' cognition in various aspects. According to Borg, language teachers form cognitions from their schooling years until their professional studies which also include experience during their working lives through courses, training and work experience. These are then mediated by the contextual factors surrounding their classroom practices which may include expectations from various groups of people like parents, the community and society. Other contextual factors which may affect beliefs about pronunciation could also be the examination policy and the syllabus requirements.

The main reason that pronunciation becomes the focus of this study is due to the lack of documented studies from the perspectives of Malaysian secondary school teachers' beliefs in this curricular area. It is crucial that this subject area is given emphasis as previous research on pronunciation has informed that non-native speakers of English are expected to reach a certain level of pronunciation ability. If any of the speakers fall below the expected level, problems in oral communication will occur no matter how good they are in their control over their grammar and vocabulary (Celce Murcia et al, 1996).

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is organized in two parts. The first part is a discussion on related studies on teachers' beliefs and its relationship to instructional practices. The second part reviews the scenario of pronunciation instructions in terms of the position of pronunciation in ELT in various parts of the world, the choice of model used in instructions, the notion of integration of pronunciation as part of ELT and the trend of pronunciation instructions.

2.1 The Nature of Teacher's Beliefs

Based on the literature on teachers' beliefs, it was found that teachers' beliefs are defined in many different ways. In the many attempts of defining teachers' beliefs, the concept was often associated with teachers' knowledge (Zheng, 2009). Shulman (1987), whose works were mostly on teachers' knowledge had looked into the sources of knowledge for teaching. In his research, similarly to beliefs, knowledge derives from experiences and basic professional teaching skills. These are then translated into actions in the classroom which determines the success of the lesson. On the other hand, the teacher's beliefs according to Borg (2000) have elements that are similar to knowledge. In order to avoid the confusion between the many constructs that are often related to beliefs, Borg, (2001) offered some common features that researchers could consider in understanding what constitutes teachers' beliefs or the teacher's mental state. The features outlined by Borg (2001) include the element of truth in belief. Any belief held by a person is considered true by the person holding it. The next feature shows the relationship between beliefs and behaviour where beliefs determines and guides an

individual's thoughts and actions. Another feature of belief is the state of consciousness of an individual's beliefs. Some beliefs are conscious to an individual and some are not due to the degree of exposure to the certain experiences that have shaped the beliefs. Finally is the value of commitment to the beliefs. According to Borg (2001) the word 'belief' originates from the Aryan word 'lubh' which brings the meaning, 'to like or to hold dear'. This implies that beliefs is something very personal that one truly believes in. Based on these features, Borg (2001 p. 186) has summarized belief as 'a proposition which may be consciously or subconsciously held, it is also evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitments; further, it serves as a guide to thought and behaviour'.

Borg (2001) has offered a basic definition of beliefs. It serves as a base in grasping the concept of beliefs. On the other hand, Pajares (1992) has provided a more detailed explanation of beliefs based on the research carried out on beliefs. According to Pajares (1992) the belief system functions as an individual's personal guide in defining and understanding the world and themselves. This is discussed in the following section in detail so as to blend in the discussion on the growth of teachers' beliefs. Gebhard and Oprandy (1999) who have suggested ways for teachers to discover their beliefs about teaching have described beliefs as something 'new or hidden in a familiar place'. According to Gebhard and Oprandy, beliefs make a person. It shapes a person into a unique individual who develops his own thoughts as a basis of his actions. Zheng (2009) and Harvey (1986) have also defined beliefs along the same line where they agreed on the concept of personal, trustworthiness, dynamic structure and determinants for actions in the formation of beliefs.

2.1 Teachers' Beliefs and Practices of Pronunciation

Teachers face various challenges in their efforts to conduct pronunciation classes (Bateman, 2008). Understanding their attitudes and beliefs about the teaching of pronunciation help improve and understand teachers' performances and reasons for their actions in the classroom. Clark and Peterson, 1986; Johnson, 1994; Kagan, 1992; Munby, 1982; Pajares, 1992, stated that beliefs act as filters and are understood through prior expectations, and former practices and habits. In relation to this, beliefs serve as a basis of judgment and decisions. As quoted by Pajares (1992, p 307), the study of belief structures of teachers is essential to improve their professional preparation and teaching practices. The study of teacher's beliefs contributes to the study of teacher effectiveness. To a certain extent, the teacher's performance needs to be monitored. Furthermore, the students' success is also often linked to the teacher's performance. The practice of teaching pronunciation based on the context of teachers' beliefs is understood as the teachers' attitude towards how pronunciation should be practiced in formal instruction in the classroom. If teachers pass on their beliefs that pronunciation is not an important component in language teaching, the learners, among whom might be future ESL teachers, may develop similar beliefs towards pronunciation as well. Learners experience schooling as early as they are expected to attend school and if pronunciation is not given prominence in the teaching and learning of ESL as early as possible in the learners' lives, their beliefs towards the formal instructions of pronunciation will be negative.

In understanding how beliefs about the teaching and learning of pronunciation could influence pronunciation instructions, Pajares (1992) highlighted the importance of teachers' beliefs in the study of second language learning and teaching. The fundamental assumption by Pajares (1992, p. 324) which concerns the nature, origins and roles of beliefs consist of the following:

- 1) Beliefs are formed early, through a process of cultural transmission, and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling or experience.
- 2) The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Belief change during adulthood is a relatively rare phenomenon.
- 3) Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding tasks. Beliefs strongly affect an individual's behaviour.
- 4) Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative and episodic nature of beliefs makes them a filter through which new phenomena are interpreted.
- 5) Thought processes may be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts or reshapes subsequent thinking and information-processing.
- 6) Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring.
- 7) Beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures.
- 8) Belief substructures, such as educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system.
- 9) By their very nature and origin, some beliefs are more incontrovertible than others.
- 10) The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are more vulnerable to change.

- 11) Belief change during adulthood is a very rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift.
- 12) Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan and make decisions regarding such tasks.
- 13) Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality.
- 14) Individuals' beliefs strongly affect their behaviour.
- 15) Beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behaviour related to the belief in question.
- 16) Beliefs about teaching are well established by the time a student gets to college.

These are the findings of basic understanding of beliefs and they are useful in conducting a research on teacher's beliefs. Since there is a lack of study in the teaching of pronunciation it is seen as a good way forward in understanding the underlying reasons for the negligence of pronunciation in the ESL classrooms. The beliefs discovered in this study will help in understanding the reasons for actions taken by the ESL teachers with regards to pronunciation instructions.

In this study, how pronunciation is learnt from the schooling years both in formal and informal learning was taken into consideration as Pajares (1992) stressed the early development of belief and the resistance of belief to factors such as reason, time, schooling or personal experience. This is in line with Borg's (2006) suggested guideline in researching beliefs of language teachers, where the teachers' personal experience and

specific experience in the classroom contribute to the formation of their beliefs towards pronunciation teaching and learning.

The findings from the studies of teachers' beliefs (Pajares, 1992) also suggests that humans have beliefs about all aspects in their lives which are developed through the cultural transmission process that a person goes through and stored in a belief system. Thus, in relation to the study of pronunciation instructions, teachers must have developed a belief about pronunciation instructions from how they were exposed to the teaching and learning of pronunciation by the various teachers they previously had. Another important factor highlighted by Pajares (1992) was the ability of beliefs to filter new knowledge for example, the knowledge of phonetics and phonology as well as the approaches and techniques to teach pronunciation. Beliefs will interpret the extent that these new information can or should be used in the teaching of pronunciation.

Pajares (1992) also stressed that beliefs are prioritized. This also means that teachers connect any related beliefs in making decisions on pronunciation instructions. The beliefs that could be involved in making the decision could be their beliefs about language as well as language learning and teaching. It is also important to note that although the change of beliefs during adulthood is almost impossible, beliefs that are newly acquired are vulnerable to change. Thus, teacher training that includes the emphasis on pronunciation and instructions may help to alter beliefs about pronunciation instructions although according to Pajares (1992) beliefs about teaching are well established by the time the students enter college. The supportive contextual factors such as school and education policy may help to alter any negative beliefs about pronunciation.

2.2 The Growth of Teacher Cognition

Teachers' cognition has been researched from many different perspectives and curricular areas over many years. The term cognition covers various aspects that account for teachers' 'mental lives'. Teachers' belief is one of the aspects which will be discussed in this chapter. The existence of the many different aspects or terms of teacher cognition indicates the growth of the teacher cognition field and the amount of attention given to teachers' way of thinking and how they affected the teachers' decisions in the classroom. Borg (2006) reviewed the ways teachers' cognitions have been viewed by various researchers. Along the way, many terms were coined by these researchers to describe beliefs based on their perspectives of study. The first approach to the study of teaching in the 1970's focused on the teaching behaviours as observed in the classroom and how these behaviours affected the learning outcome. This was presented in a model by Dunkin and Biddle (1974) in which it showed how teaching was studied then. The setback of this approach was that it only focused on teachers' variables, mainly their characteristics and teacher training experiences through the interactions in the classroom, and then the learners' behaviour and ability is deduced. However, this approach was not successful in linking to the teachers' cognitive processes. Smith and Geoffrey (1968), Kounin (1970), Calderhead (1989), and Jackson (1990) offered some early ideas to a new approach or alternatives to the previous approach. These alternatives acknowledged the role of teachers' mental lives on the teachers' behaviour and decisions. This was the sign that teachers' role in decision making in the educational processes has begun to receive more attention than previously. In addition, quantifying teachers' behaviour and effectiveness has also been given less attention. As a result of these, the studies of teacher beliefs has focused on examining teachers' individual work and cognitions in a more holistic and qualitative manner (Borg, 2006). This proves the qualitative approach is preferred in the research of teacher cognition.

Thus the methodology employed for this study is as such that it serves to look into the depth of teachers' beliefs with regards to the teaching of pronunciation. Pronunciation has been neglected for many years and the reasons for the abandonment requires in-depth understanding through the study of teachers' beliefs of pronunciation instructions.

This shift of idea in the approach of researching teachers' teaching by focusing on the teachers' mental lives was clearly reflected in Shulman and Elstein's (1975) works. Their view of looking into teacher beliefs was particularly on the psychological aspects where they prescribed the notion of "teaching as clinical information processing" (Borg, 2006). This marks the shift of the research on teachers' beliefs from the behavioural perspectives into the psychological perspectives. This new notion gave rise to the teachers' role in teaching as commented by Borg, (2006) that;

"... teachers were not being viewed as mechanical implementers of external prescriptors, but as active, thinking decision-makers, who processed and made sense of diverse array of information in the course of their work"

(Borg, 2006)

Based on this perspective, Clark and Yinger (1977) with their focus on teacher thinking, believe that the study of teacher thinking should encompass the teachers' planning stage, teachers' judgment and teachers' interactive decision- making, and teachers' implicit theories and perspectives. Based on the studies conducted on teachers' implicit beliefs, teachers' thinking and behaviours are guided by a set of beliefs and these often operate unconsciously (Borg, 2006).

In the 1980's, research on teacher beliefs showed a tremendous increase (Borg, 2006). Shavelson and Stern (1981) made their stand about teachers' cognitions in that any behavioural model of teaching which did not take into account teachers' cognitions were perceived as incomplete. The second stand expressed by Shavelson and Stern (1981) was that research that links beliefs and actions can be a good basis of

information for teacher education as well as in the implementation of educational innovation (Borg, 2006). The research into teachers' beliefs and practices of pronunciation instructions intends to shed some light on the existing model of pronunciation teaching strategies – the Strategic Pedagogic Model by Burgess and Spencer (2000). The prescribed model may not necessarily be realistic in its usage based on several factors that the teachers' cognition may influence. The contextual factors that assist or hinder the teaching of pronunciation may contribute in building the understanding of extent of the practicality of the pedagogical model available. In fact, Shavelson's and Stern's works with regards to teacher thinking have contributed to a new dimension of teacher cognition research where teachers' judgements and decisions are based on a wide range of external factors. These factors include learners, classroom and school environment, policies and community. The mentioned factors may in turn affect the teachers' cognition and decisions as well. This marks the beginning of focus on the congruence between beliefs and actions which as claimed by Borg (2006), the topic remained current till the present date. Despite this fact, Shavelson's and Stern's (1981) focus of teachers' beliefs and actions was more on the role of the learners' behaviour. Elbaz (1981) added the importance of subject matter which was referred to as 'practical knowledge' in adding to the inadequate factor (Mitchell and Marland, 1989) that affect teachers' decisions in the classroom.

The study of practical knowledge started to take charge in replacement of the previous focus on teachers' decision making. The studies on teachers' practical knowledge were mostly reflected in the work of Clandinin (1986) and Connelly et al. (1997). In 1986, Clark and Peterson's focus on teachers' beliefs was influenced by the constructivist view instead of behaviourist as evident in the previous studies of teachers' beliefs. Clark and Peterson saw the teacher as an agent of reflective sense-maker rather than as a rationale sense-maker. They also advocated for a broader context of studying

into teachers' beliefs by taking into consideration of the various social, psychological, physical, political and metaphysical surrounding the school and classroom environment. Previous studies had detached these contexts where most studies were conducted in isolation with these contexts rather than the actual setting. A number of a studies conducted in Malaysia on teachers' beliefs about pronunciation instructions have detached the actual setting of the classroom. Beliefs are studied by not observing the actual actions in the classroom. In Clark and Peterson's (1986) model of teacher thought and action, teachers' thoughts and actions are mutually informing. Thus it was found that research conducted by Nair, Krishnasamy and De Mello (2006) in the Malaysian schools on pronunciation instructions, only collected data through interviews with the teachers without actual observations of their lessons. Another research on pronunciation instructions conducted in Malaysia by Jayapalan and Pillai (2011) surveyed 150 students on the extent that pronunciation was taught and their preferred accent as well as interviewed 2 teachers without observation of the lessons. These are some of the several studies that had not tried to link teachers' thoughts and actions in pronunciation instructions.

Besides teachers' practical knowledge, teacher knowledge which is related to subject matter became a central concern in teacher cognition research in the mid-80's and mostly reflected in Shulman's (1987) works. Shulman's work on teacher knowledge is very wide but one aspect that is closely related to teacher cognition is the pedagogical content knowledge (PCK) aspect. PCK is content knowledge and pedagogical knowledge put together. In support of PCK, Calderhead (1987), and Clark and Yinger (1977) also researched on how knowledge is used in the teaching tasks. Shulman's studies focused on the discussions of many scholars on the qualities and understandings, skills and abilities and traits and sensibilities that render someone a competent teacher (Shulman, 1987 p.4). Based on this, it is clear that many scholars agree that teaching

requires content knowledge and pedagogical knowledge. The training of the TESL teachers in terms of pronunciation instructions fail to follow the advocations by the many scholars. The TESL teachers were only trained in the theoretical aspects of phonetics and phonology but not equipped in the pedagogical aspects. The time allocated for the teaching of the theoretical aspects of pronunciation was only limited to one subject or one semester in the entire teaching programme and the focus on the pronunciation was neglected in the other subjects which focused on the teaching methodology. This reflects the lack of expertise of the ESL teachers in teaching pronunciation.

In the 1990's, the themes used in the research of teacher cognition were knowledge, beliefs and learning to teach. By this time, the previous research on teacher cognition with the various terms coined have begun to lose their influence. It is during this era that teachers' beliefs started to receive more attention. Clark and Peterson (1986) pointed out teachers' beliefs and implicit theories as the key category in the research of teacher cognition. Much of the works on teachers' beliefs were contributed by Pajares (1992). Beliefs is defined by Pajares (1992) as an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what a human being says, intends, and does (Pajares, 1992:316). Through this definition Pajares looks at belief as the root of human's perception and judgment that leads to a certain kind of behaviour or decision. However, in the new perspective of research in teachers' beliefs, a good direction in teachers' beliefs would be looking at how beliefs and actions influence one another rather than looking at how beliefs influence actions and focus on altering beliefs to achieve a desired outcome. This new direction in the study of teacher beliefs has brought this study to understand and look into how, the practice of pronunciation can affect the beliefs of pronunciation. The study does not only uncover the beliefs of the

pronunciation of the selected teachers but indirectly helps the teachers to understand the root of their decisions in pronunciation instructions. Thus, the scant attention paid to the teaching of pronunciation is best researched through discovering the beliefs about the teaching and learning of pronunciation held by language teachers. Although several studies (Chiu, 2008, and Lioa & Chiang, 2003) have focused on the teaching of pronunciation from the perspective of teachers' beliefs, one of the unique focuses of this current study is on the applicability of an integrated approach in the teaching of pronunciation. With the current notion that the teaching of language contents is to be taught in an integrated manner, this study investigates the possibility of the integration. The integration of teachers' beliefs and actions especially in specific curricular areas reflect the two most important areas in the research of teacher cognition.

Based on the growth of teacher cognition from the early 70's, Borg (2006) concluded that teachers' cognition are built up based on the following characteristics; teachers' cognition is personal, practical, tacit, systematic and dynamic. Previous research on teacher cognition has also proven that teachers' cognition plays a crucial role in determining the classroom events. The decisions made with regards to classroom instructions is also influenced by other factors mainly, social, psychological and environment. According to Borg (2006) the lack of congruence in the teachers' cognition and classroom practices are a result of these influences.

2.3 Borg's Teacher Cognition, Schooling, Professional Education and Classroom Practice

Due to the many perspectives and approaches to the study of teachers' beliefs, Borg (1997) has outlined the elements and processes of language teacher cognition. This is used as the theoretical background to guide and form a conceptual framework of this study. This model was an initiative from Borg (1997) in standardizing the research

focus on teachers' beliefs about language teaching. The model came about as there were inconsistencies in the research on language teachers' beliefs. Borg's (2006) model of the teacher cognition covers the characteristics of teacher cognition. Teacher cognition according to Borg (2006 p. 272) is by nature, complex, practically-oriented, personalized and context-sensitive. These characteristics of teacher cognition take into consideration the aspects of knowledge, thought and beliefs of the teachers. By using this model, research on language teachers' beliefs can be standardized and the findings could benefit in improving teacher training and teacher effectiveness.

The model takes into account the important aspect in the formation of beliefs by considering the schooling experience as well as professional experience. Teachers form their beliefs from episodes or experiences in teaching and learning throughout their schooling years until their professional education or college. This also includes the teacher's experiences during their in-service training or courses. In addition, the model also draws on how teacher cognition provides the dynamic interconnections between cognitions or beliefs with the classroom context and experience. This means that not only can teacher cognitions influence the decisions in the classroom, but the classroom practices may in turn influence the teachers' cognitions too. This is then mediated by the contextual factors such as the social, school, physical setting and education policy. According to Borg (2006), contextual factors may interact with teachers' cognitions in two ways; they may lead to changes in these cognitions or they may alter practices directly without changing the cognitions underlying them.

Interestingly, it is important to note that based on the findings by several studies on teacher cognition, under certain circumstances, teachers may adopt certain behaviours that do not indicate or imply a change in their cognitions. The instances may happen during assessed teaching practice and observations by certain school authorities and for research purposes. Similarly, teachers' beliefs may change but their actions may

remain unchanged due to situational factors. This serves as a precaution to the researcher as throughout the study, contradictions in the teachers' statements of experience and decisions they make in the classroom may occur. This is such that pronunciation is undeniably included in the syllabus of English Language in the secondary Malaysian schools and it is only right for all the responsible ESL teachers to agree to the importance of pronunciation. However, their practice may reflect otherwise.

Borg (2006 p. 284) highlighted the necessity of this model to be used in researching teaching cognition. Firstly, the model relates to studies that have been carried out on teacher cognition, thus, this model helps to extend a deeper understanding of teacher cognition. Secondly, this framework highlights the key dimensions in the study of teacher cognition as well as highlighting the key themes, gaps and conceptual relationships.

2.4 Pronunciation Teaching Practices

Teaching English Language requires the teacher to focus on all the four major language skills and this includes the incorporation of the vocabulary as well as the grammar components to equip the learners with the necessary communication skills in the target language. However, pronunciation skills are still being given less attention and sometimes neglected in many schools around the world (Morley, 1991). Morley (1991) stressed that neglecting learners' pronunciation needs is looked upon as an 'abrogation of professional responsibility'. It is important for learners to be given ample training and practice in pronunciation to enhance their communicative ability regardless of their objectives of learning the language (Morley, 1991). Currently, the focus on oral comprehensibility is extremely important in training the learners to become 'intelligible, communicative as well as confident users of the language' (Morley, 1991). Since being a competent user of the language is the current focus, Morley (1991) has drawn a

picture of the nature of changing patterns in pronunciation teaching in from the 1940's up the 1990's. Pronunciation teaching practices have changed in line with meeting the current goal of English Language teaching and learning especially for the ESL learners (Wong, 1986; Morley, 1987; Anderson-Hsieh, 1990; Celce-Murcia, 1991).

Based on the review of the change in pronunciation teaching from the 1940's to the 1990's by Morley (1991), English Language practitioners and researchers have taken different stands in their beliefs and practices in pronunciation instruction. From the 1940's up to the 1960's pronunciation was an important component in the English Language teaching curriculum (Morley, 1991). This was evident in the U.S. with the current method used then, which was the audio lingual method and in the British system where situational method was being used during those times (Morley, 1991). Since accuracy was a high priority then, in the pronunciation class, primary attention was given to the teaching of the segmental and the suprasegmental features through the articulatory explanations, imitation as well as memorizations through drills and dialogues (Morley, 1991). The learners were also frequently corrected when they made errors (Morley, 1991).

The scenario of teaching pronunciation then changed from the 1960's through the 1980's where many have raised various questions and issues in the place of pronunciation in the ESL curriculum (Morley, 1991). During this period many programmes gave less attention to pronunciation and some had even ignored it and very few materials on pronunciation appeared then (Morley, 1991). This was a result of a growing dissatisfaction over the traditional way of teaching pronunciation and this was when new pedagogical sights were preferred (Morley, 1991). The new models of second language learning, language teaching as well as language description have brought pronunciation instruction into a renewed dimension (Morley, 1991).

Beginning in the mid-80's and continuing into the 90's, pronunciation teaching and learning began to gain the interests of many researchers (Morley, 1991). This was the time where many ESL programmers developed new views in pronunciation teaching (Morley, 1991). The new programmer looks into the expansion of pronunciation/speech/oral as a communication component in the ESL curriculum.

With the developments that brought about changes in pronunciation teaching in the 90's, there are a number of concerns that revolve around the teaching of pronunciation in ELT in Malaysia. They include; first, the place of pronunciation in ELT of whether it is deemed important as part of being a proficient speaker in the L2 context (Pennington and Richards, 1991). In relation to that, comes the question of whether it is even taught or dealt with in the English Language classrooms in Malaysia. If it is taught, then, what is being taught and how is it taught?

The second concern is the choice of model that is intelligible to be used by the non-native speakers (Jenkins 2000). As stated by Pillay (2004), the Curriculum Development Centre (CDC) has announced that the model of pronunciation that is to be used in the Malaysian schools is a model that is 'internationally intelligible'. Although many would insist on the British model, as it has been mandated that the model of English Language that is to be taught in the Malaysia schools is the British English, the reality is that the media has exposed the users of English Language in Malaysia to the American variety (Pillay, 2004). Therefore teachers have the choice of deciding on the model that the teacher is most comfortable using (Pillay, 2004).

The next concern is whether it is taught in schools as part of ELT. Teachers should give ample focus and time in teaching pronunciation as much as the attention given by many researchers (Wong, 1986; Morley, 1987; Anderson-Hsieh, 1990; Celce-Murcia, 1991) in teaching pronunciation to the L2 users of English Language as stated by Morley (1991). According to Morley (1991), it was agreed by these researchers that

if L2 learners experience difficulties in pronunciation, it may result in a professional and social disadvantage for them (Wong, 1986; Morley, 1987; Anderson-Hsieh, 1989; Celce-Murcia, 1991). The focus of this concern was not on making the L2 learners speak with a native accent but to reduce the unnecessary accents. According to Morley (1991), accent reduction programs have been carried out a number of times in the United States to cater for various groups of ESL and EFL learners in various settings. Perhaps the situation in Malaysia is rather different to be compared with the situations of the immigrants due to factors such as motivation, social pressures and surroundings.

Finally, what is the trend of pronunciation instruction? Is it incorporated in the communicative aspect of teaching and learning or is it taught explicitly? Morley (1991) has suggested that a pronunciation syllabus should integrate practice modes that incorporate both at macro and micro levels. Morley (1991) categorized oral communication activities, role plays, speech problem solving, drama and other communicative activities as 'macro level'. On the other hand, Morley (1991) described the teaching of discrete elements of pronunciation of both segmental and suprasegmental features as 'micro level'. Murphy (1991) has classified the pronunciation teaching approach into 'accuracy activities' and 'fluency activities'. The accuracy activities may focus on the oral production as well as oral discrimination. The fluency activities focus on the listening and speaking activities. Celce-Murcia, Brinton and Goodwin (1996) then, introduced the notion of 'communicative cognitive approach' at both micro and macro levels. The framework of this approach encompasses awareness raising activities, listening discrimination activities, controlled practice and feedback, guided practice and feedback and communicative practice and feedback.

These various dilemmas faced by the ESL teachers and learners are discussed in the literature review. It also reviews how pronunciation should be taught and the best

way to learn pronunciation; as well as other issues that cannot be separated from the existing issues such as the choice of pronunciation model and intelligibility.

2.5 Integrating Pronunciation

“Approaches favoring the integration of pronunciation into oral communication have been espoused for more than 10 years, but teachers have received little clear direction about how to accomplish this integration”.

(Levis and Grant, 2003)

The goal of pronunciation instructions is inarguably clear to most ESL teachers. Similarly, the various methods proposed by researchers of pronunciation are available in the methodology books and other references for the ESL teachers. However, the message and idea which was intended to be delivered was either misunderstood, not fully understood or undelivered to the ESL teachers. There appears to be a problem in delivering the appropriate method of teaching pronunciation and conforming to the syllabus requirements of teaching pronunciation. Thus pronunciation is ignored and less taught among all the other language skills.

Murphy (1991) argued the need of creativity among the teachers in incorporating pronunciation especially into the speaking skills. In fact Firth, 1993 (as cited in Levis and Grant, 2003) and Morley (1991) have also supported the integration of pronunciation into the speaking components. This idea is significant to the goal of learning English Language; that is to achieve communicative competence. This goal is often turned secondary in the Malaysian educational setting as the primary goal is often to ensure that the learners pass their examinations. In this case, the goal of the national English Language syllabus does not match the expectations of the parents, teachers and the learners. This leads to the various methods or models proposed by researchers in integrating pronunciation being ignored.

Being equipped with the model of integration pronunciation is insufficient as ESL teachers should also be equipped with the content and pedagogical knowledge of pronunciation. A model that shows how pronunciation may be integrated is useless if the teachers lack of the content knowledge in teaching the appropriate skill of pronunciation that promotes competency in the language. Teachers are often in the assumption that knowledge of segmental features; the vowel, consonants and other sounds are sufficient. However, knowledge of the suprasegmental features is more important as it contributes to building competency in the spoken English (Levis and Grant, 2003). Hence, the training in both content and pedagogical knowledge is crucial in the teacher training or in service training. Perhaps in order to promote the integration approach to the teaching of pronunciation, both training institutions and policy makers need to play a role.

Models that promote the integration of pronunciation often structure their model from the controlled to the less controlled practice or awareness raising to perception of focused oral practice (Celce-Murcia, Binton and Goodwin, 1996). Nevertheless, this model is usually evident in the teaching grammar and vocabulary.

2.6 A Strategic Pedagogic Model Incorporating Pronunciation into Integrated Skills

The integrated approach of teaching is the desired approach as language works in integration. Furthermore integrating the language skills has proven to be very beneficial in the ESL classroom. It is very rare that one uses a single skill when communicating, so it makes perfect sense if focus is given on more than one skill at a time. Taking into consideration that communication requires the integration of both the main and the subsidiary skills (pronunciation, grammar and vocabulary), it makes sense that language is taught in a way that it promotes communication.

The Strategic Pedagogic Model has several features that demonstrate the advantages of integration of pronunciation into other language skills. Firstly, not only learners are provided with the opportunity to interact in an authentic and meaningful way, but learners are at the same time exposed to the richness and complexity of the language. If the ESL teachers were to teach pronunciation in segregation, it would be difficult to apply the pronunciation elements taught in a meaningful way. Secondly, the whole process of learning the second language is treated as a means of interaction rather than an academic subject. This relates to motivation as students are more likely to be motivated to learn the second language if they are able to use it to interact, rather than to just have knowledge about the language. Thirdly the ESL teachers are able to track the students' progress in multiple skills at the same time. Skills integration allows for growth in all main skill areas. At the same time, this allows students to be able to use their strengths in order to help them grow in their weaknesses. Finally, integration of language skills is a more realistic approach to authentic language learning whereas a segregated approach does not offer a meaningful understanding of language. Nor does it seem to be a motivating style to learning a foreign language. Thus this model is used as the second theoretical background in guiding this study of the approaches to the teaching of pronunciation and combined with Borg's (1997) model on 'Teacher cognition, schooling, professional education and classroom practice.

This model suggests that the input that is given in a lesson should begin with a listening or a reading text that contain a relatively sophisticated discourse (Burgess and Spencer, 2000 p 202). This means that a 'relatively sophisticated' listening or reading text which provides information for integrating the learners' receptive or comprehension skills (listening and/or reading) with productive skills (speaking and/or writing). In terms of pronunciation focus, a text that contains fluent phonological phenomena, such as assimilation, elision, etc. could be included as part of a good listening text (Burgess

and Spencer, 2000 p. 202). This is in line with Krashen's input hypothesis, where the hypothesis highlighted that the language the students hear or read should contain language that students already "know" as well as language they have not previously seen. The input in this model has two purposes. First, it provides learners with new pronunciation items, and secondly a recycling of the pronunciation items that they already know. The input functions as a skeleton for producing spoken and written outputs.

In the learner output, visuals such as a flow diagram, grid, tree diagram and other possible visual representations will enable students to connect the pronunciation form practiced at the previous two stages to meaning, concretize the information in the input text and produce less controlled spoken and then written output versions of the original text.

When the learners have understood the visual version of the input, by carrying out the related spoken tasks, they will be able to make use of this practice and produce a simple spoken version of the original input which was provided during the first stage of the lesson.

2.7 Theories of Second Language Pronunciation

Theories of second language pronunciation discuss the acquisition of pronunciation in relation to cognition development, linguistic universals as well as psychological and sociological conditions (Jones, 1997). These various studies into second language phonology have highlighted several factors affecting the way second language learners acquire pronunciation (Jones, 1997). The understanding in the ways in which second language learners acquire pronunciation is crucial as more materials of pronunciation have been found to reflect the common trend of previous and outdated pronunciation teaching that is through the behaviourist notion of habit formation (Jones,

1997). These outdated strategies for pronunciation instructions is less favourable and less effective if the goal of pronunciation instructions is to achieve intelligibility and to enable learners to be competently communicative. Thus, theories of the acquisition of the second language pronunciation sought to clarify issues that revolve around the decisions in considering issues in pronunciation instructions. Before analyzing the theories it is perhaps important to clarify the teachability of pronunciation, in other words, the extent that second language pronunciation can be taught, as in many parts around the world, as claimed by a substantial body of research, pronunciation is less or not taught by ESL teachers.

2.7.1 Can Pronunciation be Taught?

Pronunciation learning and teaching is often associated with the age factor, the critical period hypothesis by Burrill, 1985 (as quoted in Jones, 1997), where it proved that it is impossible for adults to acquire native-like pronunciation (Jones, 1997). Asher and Garcia (1969), Scovel (1969), supported the notion that in pronunciation learning, children have the advantage over adults. However, their study did not indicate nor prove that it is impossible for adults to attain a native-like accent. In fact, Snow and Hoefnager-Hohle (1977) discovered that adults are more superior in the areas of pronunciation as well as sound discrimination. It was also found that children tend to benefit out of pronunciation teaching later than the adults. Even then, it is only the teenagers who would benefit out of pronunciation teaching in terms of acquiring the native-like accent. Despite this fact, Fledge (1987) noted that, other factors are also very important in measuring the success of pronunciation learning such as motivation, learning strategies and social pressures. Pennington (1995) pointed out that adults have more advantage over children in learning pronunciation as they have the skills in the ability to compare and contrast as well as recognize patterns in speech. From these

arguments, it can be concluded that no one of any age should be denied of pronunciation teaching, instead they should be taught with different methods and approaches as these groups of learners respond differently.

The next argument against the teachability of pronunciation is the claim made by Krashen (1982) that second language pronunciation can only be acquired and can never be improved through focused practice nor formal rule teaching. This argument is further strengthened by the absence of the use of communicative pronunciation materials in many cases of ESL pronunciation teaching. Purcell and Suter (1980) claimed that there is no interconnection between classroom and the teachers with the ability of the learners in learning English pronunciation. However, Jones, (1997) argued that Purcell and Suter (1980) failed to see the effect that teachers may have towards the learners' motivation as well as exposure to pronunciation accent. Jones (1997) pointed out that more awareness raising activities can be carried out to create awareness on the importance of pronunciation in English Language learning and in achieving successful communication.

2.7.2 Phonology and Behaviourism

Phonology and behaviourism seem to go hand in hand from the traditional method of teaching pronunciation and is still evident in some textbooks today. Jones (1997) mentioned that the preference of habit formation method through drilling and imitation may be popular due to the organized nature that it has. However, Jones (1997) stated that many learners do not benefit out of this habit formation practice. Cohen et al (1991) found out that learners who show accuracy through controlled practice may fail to transfer what they have learnt into real communication use of the language. Studies also have investigated the aspects of pronunciation teaching that gives more impact to the success of learning pronunciation, perception (listening) or production (drilling).

Several studies that were carried out showed different findings. Based on this, Pennington (1996) concluded that focused listening is able to improve oral production. On the other hand, practice in oral production is also able to improve auditory perception.

Another analysis made by Gilbert (1993) and Rogerson and Gilbert (1990) is that, for pronunciation learning and teaching to be effective, both perception and production components must be combined in learning and teaching pronunciation. Acton (1984), Gilbert (1993), Pennington (1996) have combined visual and kinaesthetic approaches in pronunciation training together with drills as well as Total Physical Response.

The next argument on the theories of learning and teaching pronunciation is on the interference of the L1. Jones (1997) reported that some pronunciation materials tend to include sections on contrastive analysis, however, he inserted that these are often misleading as the problems raised in the section is often over simplified. For example, as quoted in Jones (1997) from Pennington (1996), inappropriate equivalence of classification, for instance an overemphasis on orthography or the use of simplified systems of phonetic transcription based on the learners' own L1. Jones (1997) went on to suggest that more consciousness raising activities should be carried out in the classroom to expose learners as well as to make them aware of the differences that exist between the pronunciation system that exists in their L1 and the target language as opposed to doing error correction activities.

The next assumption of pronunciation learning and teaching is that; pronunciation improves through gradual monitoring of the acquired system based on a conscious knowledge of the facts learned about the language (Crawford, 1987:p.109). Krashen would disagree to this based on his monitor hypothesis, as too much emphasis on the fact acquisition would result into the 'monitor overuse' and will not promote

fluency. Bialystok who incorporates the monitor theory demonstrates more flexibility between the learned and acquired system. Crawford stated that, information stored in explicit linguistic knowledge may become automatic and transferred to implicit linguistic after continued use via the monitor (Crawford, 1987:p.113).

Dickerson (1987) has also conducted a research in agreement to this use of monitored system as he discovered that the teaching of any formal rules in the classroom has positive effect when learners use it to monitor their speech. Kenworthy (1987) agrees that learners should not be deprived of rule teaching as it is proven that it benefits them when they are self-learning, although Kenworthy (1987) also said that overuse of the monitor would be damaging. Jones (1997) asserts that many ESL teachers fail to use this approach in an applicable manner beyond the presentation manner. In fact, according to Jones (1997) many textbooks have used this monitor approach which includes the rigorous explanation of the phonological concept as well as the use of graphic representations of the articulators and the processes. Jones (1997) also commented that most rule teaching only centred on the RP model without taking into consideration other models as well as the local varieties available.

2.7.3 Phonology and Communication

Jones (1997) suggested a ‘discovery technique’ through which the learners listen and try to articulate the rules based on their listening activity with the help of cues or collaborating with their peers to discover the patterns in the written or spoken text. According to Jones (1997), this technique makes rule learning more memorable as well as able to lead to the communicative practice. This brings to the point which most pronunciation teaching is lacking, which is the application of communicative activities. When teaching pronunciation is done by incorporating other skills in the effort of making it more authentic and realistic, learners will benefit to the maximum.

Unlike rule learning, Krashen (1982), would show more support on teaching language content in context. Pennington and Richards ((1986) proved this as they stressed that learning a language is unrealistic when one tries to separate communication from other aspects of the language. Jones (1997) commented that some writers such as Bradford (1988), Gilbert (1993) and Maley (1987), made teaching pronunciation more communicative through ‘information gap’ activities, teaching rhythm and sound through poetry and song; and other communicative activities. Jones (1997) stressed that pronunciation teaching should provide more opportunities for the learners to practice the language without much control from the teacher. Thus, it would enable the learners to practice a variety of features of the suprasegmentals through freer conversation and ‘fluency workshop’ activities as suggested by Wong (1987).

2.7.4 Psychological and Sociological Factors

According to Jones (1997), the psychological and sociological aspects of pronunciation teaching have been ignored in most teaching materials. The way a person speaks marks the identity of the person or the impression that the person wishes to create in a particular context (Jones, 1997). Dowd (1990) claimed that the social marking of identity of whether a speaker wishes to associate himself with the native speakers’ culture or his own culture in terms of his choice of pronunciation, may occur at the very early stages of second language acquisition. Pennington (1995) claimed that pronunciation teaching and learning should have considerations of the speakers’ value set, attitudes and socio-cultural schemata. Brown (1989) commented that the targets for pronunciation teaching must match the speakers’ sociological context where the teaching and learning takes place.

2.8 The Content of Pronunciation Component

Brown, A. (1992) has highlighted several concerns related to pronunciation teaching that should be considered by ESL and EFL teachers. This may serve as a starting point into deciding the appropriate approach to pronunciation teaching in the ESL as well as the EFL context. Among the concerns, he addressed the question of “what to teach in pronunciation”. This firstly relates to the model of pronunciation. For many ESL and EFL settings, the model of pronunciation adopted is the Received Pronunciation (RP) or the British English (Pillay, 2004). Secondly it raises the issue of which aspects of pronunciation should be focused in the classroom. Should more attention be given to individual sounds (segmental features), or the prosody (suprasegmental features) such as stress, intonation and rhythm?

Jenkins (2004) stated that many scholars have pointed out that non-native speakers of English which include those of English as a second language (ESL), English as a Foreign Language (EFL), World Englishes (WEs) and English as Lingua Franca (ELF) or English as an International Language (EIL) have outnumbered the English as a native language (ENL) speakers. The increasing number of studies that have been carried out on ESL, EFL, WEs and EIL or ELF have given immense implications on the teaching of English Language and the content of the language (Jenkins, 2004). As for the choice of model in teaching pronunciation, Kachru (1992) has called for a “paradigm change”. This meant that the model of pronunciation chosen by the teacher should not be confined by the two most popular and safe choices namely the British and American English. The choice should also consider a more intelligible model that is not too ambitious or unachievable by the non-native speakers. Recent research by Heller, (1999); Heller & Martin-Jones (2001), have demonstrated how teachers and learners try to accommodate other varieties of English into their multilingual classrooms. The final

outcome of the model used should help learners to acquire intelligible pronunciation of English Language rather than a native-like accent.

As a result of this, researchers have reached a consensus that it is important for teachers and teacher trainers as well as educators in all the three circles (Kachru's inner, outer and expanding circles) to be aware of the varieties of English available (Bolton, 2004; Canagarajah, 2005; Seidlhofer, 2004). That is; teachers as well as learners must learn about Englishes which include their similarities and differences, the intelligibility issues the connection between language and identity and other related issues (Jenkins, 2004).

Therefore, a new consideration of model of pronunciation to be used among the teachers and learners should be reconsidered and most important of all the awareness of the emerging varieties and other issues related to it.

Another issue related to the selection on content of pronunciation teaching is the amount of emphasis on segmental and suprasegmental aspects of pronunciation. According to Munro and Derwing (1999), errors in prosody (suprasegmental) such as stress, intonation and rhythm, has a bad effect in terms of the intelligibility of pronunciation compared to errors in segmental features (individual vowels and consonants sounds). This proves that emphasis should be given on prosodic features in teaching pronunciation.

2.9 The Spoken Model of English used in Malaysian Schools

Pillay (2004) reported that Malaysians are predominantly dominated by American English through a lot of programmes aired by the electronic and print media. The dilemma is then continued as good and concise teaching materials for pronunciation are available in both British and American models (Pillay, 2004). As a result of this, the CDC focuses more on the content, quality and the suitability of the material used

(Pillay, 2004). Pillay (2004) also reported in her study that the school based oral assessment in Malaysia has emphasized on “clear speech”. Pillay (2004) highlighted that the criteria focused are fluency and rhythm, pronunciation and intonation, grammar and vocabulary, ethical (etiquette) and manners. She went on further to comment that the vendors producing materials for the schools follow, as far as possible, the model of British English (Daniel Jones RP) as instructed by the Textbook Division. The situation is rather ironic as they are aware in the difficulties of finding models of RP. Pillay (2004) also stated that in teacher training, the RP model is also used for their pronunciation improvement. Abercrombie (1991) stated that the ‘comfortable intelligibility’ should be the goal for pronunciation training although the training may adopt RP (Received Pronunciation) as a model in teaching pronunciation. Abercrombie (1991) has defined ‘comfortable intelligibility’ as ‘pronunciation which can be understood with little or no conscious effort on the part of the listener’. Brown (1986) pointed out two considerations that should be made in choosing the approximate model for pronunciation teaching. According to him, first, the approximate model must reflect national or ethnic identity and secondly, it must be internationally intelligible. Based on this, Rajadurai (2001) stated that Standard Malaysian English which is based on RP (Received Pronunciation) was the choice of model.

2.10 Internationally Intelligible English

Jenkins (2000) has introduced a new pronunciation model for the mutual intelligibility among the non-native speakers. This model came about as a result of the growing number of English Language users among the non-native speakers (Rajadurai, 2006). It was said that the number of non-native English speakers has outgrown the number of native speakers (Rajadurai, 2006). The patterns of interaction of English Language is not only limited to NS to NS anymore. A more common pattern would be

from NNS to NNS (Jenkins, 2000). Based on this, intelligibility is an issue of concern as well as the issue of comprehensibility and interpretability (Jenkins, 2000). Levis (2005) exerts the importance of intelligibility which assumes both the listener and the speaker's role. He further commented that different aspects of intelligibility is required based on different contexts and for that Levis outlined these different settings in a matrix of speaker-listener intelligibility. In this matrix, Levis (2005) concluded that, when NS communicates with NNS, the NNS is responsible for the success of the interaction as the NS already has the ability to interact. EIL (English as an International Language) is reflected when both listeners and speakers are NNSs. Levis (2005) found quite similar patterns of errors that caused miscommunication among NS to NNS as well as NNS to NNS. In the NS to NNS pattern it was found that NNS often mis-stressed words which caused misunderstanding in the conversation (Levis, 2005). On the other hand, the understanding of the suprasegmental features is found to be of no use in the interaction between NNS to NNS as well as between NS to NNS. This finding is very much similar to Jenkins' (2002) conclusion on the similar patterns of interaction.

Based on these findings, contradictions to modern writers of pronunciation teaching is evident (Jenkins, 2002). Modern teaching of pronunciation encouraged the teaching of suprasegmental features as opposed to just being able to pronounce and understand the production of phonemes (Jenkins, 2002). Jenkins (2000) and Levis (2005) seem to suggest otherwise. However, the LFC (Lingua France Core) model is experiencing a lot of criticisms (Jenkins, 2002 & Rajadurai 2004). This model suggests that it is not necessary to acquire the native speakers' accent and that non-native speakers should not even have to choose between the two models that are readily available, the RP and the GA (Jenkins, 2002). Native speakers' pronunciation is seen as unrealistic goal for non-native speakers to achieve (Brown, 1992; Jenkins, 2002; Rajadurai, 2004) . Therefore the LFC has introduced a more simplified or scaled –down

list of phonemes to be learned (Jenkins, 2002). These are said to be more teachable and realistic in terms of achieving the goal pronunciation learning (Jenkins, 2002).

Although Jenkins (2000) has simplified the phonemes that should be learned in the LFC core, Dauer (2005) questioned some of the consonants' substitution suggested by Jenkins. One example is the substitution of the /θ/ and /ð/ sounds to /f / and /v /.

According to Dauer (2005) these substitutions posed more problems to the learners as learners already find /f / and /v / very difficult to produce. A lot of other features of the simplified phonemes and prosody features are highly criticised (Jenkins, 2002). This is especially evident in the distinction of giving importance to the segmental features as opposed to suprasegmental features. Levis (2005) quoted Celce-Murcia, Brinton, & Goodwin, 1996; Gilbert, 1993; Grant, 2001; Miller, 2000, emphasizing the suprasegmental aspects is an efficient way of achieving fluency as well as achieving the native speakers' standard of intelligibility. Besides that, Levis (2005) also quoted Derwing and Munro (1997) that non-native speakers would improve and achieve intelligibility in speech if focus is given more to learning the prosodic features rather than focusing on phonemes. To refute these claims, Jenkins (2000) stressed that the prosodic features of pronunciation has little relevance to non-native speakers as the process of these aspects is very much influenced by the native speakers. The non-native speakers have their own linguistic and cultural background that they themselves have their own ways of accommodating to the English Language (Jenkins, 2002). Jenkins owes this notion of accommodation to Giles and Coupland (1991) where it is stated that in spoken interaction learners will subconsciously adjust their output to accommodate the interlocutor.

LFC is around as an option for the ESL and EFL speakers, however, the lack of detailed description of the model, raises a lot of doubts and uncertainties of the effectiveness or the intelligibility of this model. Jenkins (2005) examined the teachers'

attitudes and identity on pronunciation and the model of pronunciation preferred by them. In her qualitative research in understanding the attitudes of non-native teachers of English Language, it was found that many of them are willing to teach using theLFC model, however, it may not satisfy their personal goal as well as their learners' goal in learning pronunciation. Many still desire the native speaker's accent (Jenkins, 2002)as the accent it referred to as appropriate and correct (Jenkins, 2002). Perhaps, more exposure to the goals of EIL and the realistic goal in achieving the target level of pronunciation should be emphasized first. To some point, the goal should not divert too far from acquiring the ability to converse internationally because that is much desired in today's nation in order for one to succeed (Jenkins, 2002).

2.11 Simplification of the Pronunciation Model for Intelligibility

Jenkins (2000) points out that the importance of having to establish an intelligible pronunciation core is for the purpose of EIL (English as International Language) communication as well as its pedagogical implication that is to have a realistic goal to meet classroom success. It is widely acknowledged that varieties of English Language exist and based on this fact, Jenkins (2000) feels that an international core that is agreed on and accepted by the many speakers of other varieties other than the native speaker varieties is needed.

However, the biggest challenge in establishing an EIL phonological core is that research into NNS – NNS interactions in general is very limited (Graddol, 1997). Jenkins' (2000) attempts to establish a new phonological core is based on data that she herself collected over a long period of time. She has based her research on genuine interactional speech data and also the natural responses of people towards these speeches. Her approach of establishing intelligible phonological core was more on an adaptive approach where users are allowed to choose and accommodate the use of the

sounds. She claims that her attempt has a lot in common with Bhatia's (1997) 'polymodel concept' and Bamgbose's (1998) 'pluricentric view'. Bhatia (1997) believes that there is a need to form an 'international English'. One should regard their native norm, however, an international norm should be built. Bhatia (1997) views international English as "a superstructure rather than an entirely new concept". "It can be added...by making the learner aware of cross-cultural variations in the use of English and by maximizing his or her ability to negotiate, accommodate and accept plurality of norms (1997, p. 317-318). What is suggested here is for users of English Language to accept varieties or tolerance for each other's varieties and to ensure intelligibility (Jenkins, 2002). Therefore a new phonological core is needed (Jenkins, 2002).

Bamgbose (1998) who brings the notion of 'pluricentric' based his view on the common grounds that the non-native varieties are already sharing. This is then combined with factors that are involved in L2 learning such as the universality of language learning strategies and language acquisition in learning the new phonological core. Therefore based on Bamgbose's (1998) view, International English will be a combination of all varieties of English. Jenkins (2000) wrote in her book, 'The Phonology of English as International Language', that Bamgbose's (1998) view falls exactly on Crystal's prediction of the emergence of a 'World standard Spoken English' (WSSE).

2.12 The New Core Features

Modern linguists believe in the supremacy of suprasegmentals over segmentals. However, Jenkins (2000) argued that those with this view in mind would have NS to NNS's vice versa interaction in mind. Suprasegmental features are no doubt important features in ensuring intelligibility in the following situations as stated by Jenkins (2000);

a) The learners will in the future have to interact a great deal with native

- speakers of English.
- b) Learners who have emigrated to an L1 English country and need to be assimilated with the L1 English speakers.
 - c) Learners' personal or professional reasons to have a native-like accent.

(Jenkins 2000 ; 136)

According to Jenkins (2000) it is important that teachers of L2 situations are aware of the situation the learners are in so that they can guide the learners to make decisions as to how their learning of pronunciation can benefit them to the maximum.

Jenkins (2000) has carried out numerous studies over the past few years on L2 speech in the L2 settings and tried to establish a new phonological core that is more intelligible among non-native speakers worldwide. Jenkins focuses more on non-native speakers to non-native speakers' speech and analysed sounds as well as prosodic features that cause miscommunication, thus, as she claimed, making the new core more suited to the non-native speakers. As a result of this, native speakers may have to make slight adjustments and accommodation to this new core which is used by the L2 speakers (Rajadurai, 2007). However, what Jenkins has suggested does not divert too far from the two standard models, RP and GA. Some sounds may adopt a less standard variety of the native speakers, for example those in England using Estuary English (Jenkins, 2000).

2.12.1 Omission and Substitution of Consonants

First, some of the consonants in RP may cause difficulty in phonemic feature due to several reasons. Jenkins (2000) suggests that they should be omitted. The dental fricative pair /θ/ and /ð/ are the examples. Jenkins however did not specifically decide on the sounds to replace these dental fricative sounds but rather give examples or evidence that they are difficult to be learned. Jenkins (2000) quoted Gillian Brown

(1974; p.53), when she commented that it is a waste of time to teach something difficult or when the learners simply can't learn it. Gillian Brown went on to suggest a few sounds to substitute the dental fricatives. Among the suggestions are to replace them with /f/ and /v/ as opposed to /θ / and /ð/ as suggested by Pennington (1996 ; p.65). In the Japanese variety, a substitution of /θ / and / ð / to /s / and /z/ sounds may be easier. However to sum up the suggestions made, the LFC intends to create awareness for teachers of other alternatives that might be feasible for their own varieties. It then depends on the teacher's discretion to adopt a simpler substitution to the dental fricatives. In addition, it is to make the learners realise that these sounds are not important for intelligibility in EIL pronunciation.

The next omission that is suggested by Jenkins (2000) is on the use of dark velarised /l/ or / ɫ / for example "little" or before a consonant for example "milk" (Jenkins 2000; p.138). According to Adam Brown (1991), this sound has become a vocalic sound to the extent that Jenkins (2000) commented that the symbol /ʊ / is to be given to it for example /mɪʊ / as in "milk" and /bɪʊ / as in "bill" or just a clear /l/. Jenkins (2000) added that /l/ or /ʊ/ is unproblematic for EIL intelligibility.

2.12.2 The Choice of Sounds from the Standard Varieties

As for the choice between the RP or GA /r/. Jenkins (2000) has opted the GA rhotic variant which is also known as the retroflex approximant / ɻ / as opposed to the RP post-alveolar approximant / ɹ /. In RP, the /r/ sound may vary in some instances for example, "four books" and "four eggs". The way they are pronounced in actual speech are different and this causes difficulties for EIL intelligibility. The GA / ɻ / is more standard and pronounced in various manners in any instances.

The next feature is in the use of RP /t/. This is when instances of the intervocalic /t/ becomes the voiced flap / ð/. For example in the word “matter” (Jenkins, 2000) in GA. This causes confusion among the L2 users as the sound of the / ð/ GA is similar to the /d/ sound. To avoid ambiguity meaning, Jenkins (2000), has suggested the use of RP /t/ in intervocalic instances.

Another phonetic feature of the LFC is in the inclusion of aspiration [h] after the fortis plosives /p/, /t/, /k/ in initial position of the stressed syllable. This is to differentiate the sound with the lenis plosives /b/, /d/, /g/. This is highlighted in the LFC as it is more likely to cause problems of intelligibility among the L2 users.

2.12.3 The Length of the Vowels

The next phonetic feature concerns the effects of lenis and fortis consonants on the length of the vowel preceding the consonant sound. The final plosive as the last syllable or consonant in a word will shorten the long vowel effect as in the example of “seat” /i:/ and “sieve” /I/ (Jenkins 2000; p.140-141). The long vowel sound in “seat” may be shortened similar to the /I/ length in “sieve” due to the effect of /t/ as the fortis plosive which shortens the vowel sound. This, according to Gillian Brown (1999) as quoted by Jenkins (2000) is not found in any pronunciation manual, thus many L2 and even L1 teachers are not aware of this. This will cause problems to EIL intelligibility when learners try to pronounce sounds like “seat” /i:/ and “seed” /i:/. To pronounce the first sound according to the LFC core, the vowel in the word “seat” must be shortened. Thus, also according to Jenkins (2000) makes the sound easier to pronounce as it is not easy to pronounce a long vowel followed by a fortis plosive as it involves more muscular energy (Jenkins 2000; p.141).

The Lingua Franca core is still at an infancy stage in terms of the understanding of how it is to be applied in the classroom teaching among the L2 teachers (Jenkins,

2002). Although much emphasis and concern were given over the use of the new phonological core by researchers in the area; exposure and awareness raising among the L2 English teachers in schools are still minimal and perhaps not given as much attention that it deserves in some schools (Rajadurai, 2007). The lack of teaching and learning materials emphasizing and exposing on the new core is also another factor that contributes to the unpopularity of the new core among the L2 teachers and learners (Rajadurai, 2007). Perhaps more awareness raising activities and training on the new core should be provided especially at the teacher training level as well as L2 teachers who are already in practice (Jenkins, 2002).

2.13 The Teaching of Pronunciation

In view of the situation where English Language is viewed as the official language or the second language, teaching pronunciation in Malaysia should take into consideration issues pertaining to the situations in Malaysia. Nevertheless, little research have looked into the real situation of pronunciation instruction in Malaysian schools. A number of studies have been carried out in Singapore for example in looking at some patterns of pronunciation and accent by the speakers (Brown, A. 1992). Most of the work was carried out by Brown, A. (1992) where he investigated the common norms used by the Singaporeans in English Language pronunciation. He has also outlined several approaches for teaching pronunciation. These approaches are based on his insights and observations from various researchers that have also carried out research on other L2 settings.

It is common that the following are covered in pronunciation teaching; consonants and vowel sounds, the changes of these sounds when changed into connected speech, patterns of word stress, rhythm, and intonation (Jenkins, 2004). She describes this as the “nuts and bolts of pronunciation” (Jenkins, 2004). Many of the

textbooks still abide by this tradition. However, as claimed by Jenkins (2004), many of the books that are intended for pronunciation teacher education have taken consideration into promoting awareness of the larger roles that pronunciation plays in communication. The main interest of pronunciation teaching started with the emphasis on applying contrastive analysis techniques to the segmental features to find the similarities and differences between the speakers' L1 and L2 (Jenkins, 2004). Later, pronunciation teaching began to move into a more sophisticated approach into inter-language phonology which takes into consideration the universality of language, learner development and other relevant processes (Jenkins, 2004). Of late, some research is now focusing on using technological advances to facilitate the learning of pronunciation (Jenkins, 2004). Below are several discussions pertaining to the issues that are commonly raised in pronunciation instruction.

2.13.1 Pronunciation as Part of the Listening and Speaking Components

In the issue of pronunciation as part of listening comprehension and speaking, Brown (1992) agreed that it is useful and beneficial to integrate pronunciation as part of teaching the two important oral skills. These two skills naturally go hand in hand with pronunciation teaching (Brown, 1992). Brown suggests that learners should be exposed to natural simplified speech as in the other non-native speakers' speech, and not to be too rigid in their pronunciation using the RP model. In pronunciation teaching, especially in the ESL and EFL settings, more exposure to the variety of accents of English Language would help the L2 learners as well as teachers to understand the achievable or desirable goal of pronunciation.

According to Brown (1992), pronunciation is always integrated in every ELT lesson. Even if there is no explicit teaching of pronunciation in a particular ELT lesson, pronunciation is still present in each ELT lesson just like grammar and vocabulary.

Brown (1992) mentioned that, often, the focus of pronunciation especially in the listening and speaking lessons is in the form of remedial activity as and when it is needed.

One of the reasons pronunciation is perhaps less or not taught in most ELT classrooms is probably due to the inability of the teacher to integrate the pronunciation with other language skills. This could also be the reason of the failure in putting pronunciation as the same level of importance as other skills. Pronunciation should never be taught explicitly. Pronunciation should be taught in context and must be meaningful. Brown quoted Celce-Murcia's (1987) claim that failure to teach pronunciation communicatively accounts for the failure of many pronunciation teaching in the current situation. In simple terms, pronunciation should be taught hand in hand with other skills through various teaching techniques. Brown (1992) has compiled various communicative techniques in teaching pronunciation. Among the techniques are drama, simulations, role plays, using head diagrams, Cuisenaire rods and several more. The use of computer in teaching pronunciation would also benefit learners in a lot of ways especially in ensuring the right or exact pronunciation of individual phonemes as well as appropriate stress and intonation that models the native speaker's speech. However, not all schools in Malaysia have the accessibility and funding for this privilege. Software's, even though some claim they are affordable may not be so for some schools with a large number of students.

Murphy (1992) views pronunciation skill as a subset of listening and speaking. Pronunciation activities carried out through the listening or speaking skills functions as an accuracy control over the sound system (Murphy, 1992). He added that listening, speaking and pronunciation must proceed in an integrated fashion. In a listening activity phonological information carries the necessary clues that the listeners depend upon in order to understand what they hear (Murphy, 1992). Therefore aural discrimination of

sound patterns within streams of speech is central in the teaching of accurate pronunciation which is meaningful when it is used with listening activities (Murphy, 1992). Gilbert (1984, 1987) argued that L2 pronunciation practice must be linked with listening skills as well as in real communicative speaking activities (Acton, 1984; Celce-Murcia, 1987; Pica, 1984). It is the current trend that in any ESL oral communication courses the two aspects that are central are the focus on elements of phonological accuracy and the aspects of interpersonal communication in listening and speaking skills (Murphy, 1992). Murphy (1992) stressed that the teaching of pronunciation must be carried out in meaningful contexts and should be taught along with realistic concern for the role of pronunciation when people interact.

Despite the belief that pronunciation should be taught in integration, some ESL teachers simply ignore the inclusion of the pronunciation skills in their listening and speaking classes. Celce-Murcia et al (1996) highlighted the hurdles that non-native speakers have to go through when they are listening to spoken speech. The non-native speakers lack of the cultural knowledge of the language as well as have no or very limited knowledge of the sound system itself. According to Celce-Murcia et al (1996), the strategy that they usually use is to transfer their knowledge of the rules and features of sound system in their first language to make sense of what they hear. In addition their problems in the understanding of the English grammar will make their task more difficult.

2.13.2 The Use of Phonetic Transcription to Teach Pronunciation

Some teachers may wonder whether to use phonetic transcription to learners. Brown(1992), describe phonetic transcription as '*only tools of the trade*'. Its use is very limited and must be accompanied with a prior knowledge of phonetic information (Brown, A. 1992). In the Malaysian school syllabuses for primary school, it is clearly

spelt that phonetic transcription need not be taught to the students. They serve only as a guide to the teachers. In a way, this seem to totally disregard the use of phonetic transcription. Although it may be said of having little use to the learners, it could be one of the many strategies that can be employed by language teachers as one of the few strategies of teaching pronunciation. This is also emphasized by Brown (1992), where he agreed the two main uses of phonetic transcription are when using dictionary and in pronouncing difficult words.

In the Malaysian context, the national language, Bahasa Malaysia is used as the language of instruction in school. The language has largely influenced the learners' understanding about how the sound system generally works. The Bahasa Malaysia sound system operates based on the symbol-to-sound relationship where each letter corresponds to one sound and the connection between the symbol and sound is always logical. The Malaysian learners tend to carry this concept when learning the English Language. Thus, they make errors in the pronunciation of the English Language. Besides that they are also unable to grasp the concept of silent sounds and weakened forms in the English Language sound system. This may lead to a formation of incorrect pronunciation habit and might be difficult to unlearn.

The strategy of using phonetic transcription brings the central role of auditory aspect in the language as input in language teaching and learning. This strategy might benefit learners who are influenced by the way they have learnt their first language which had direct relationship between symbol and sounds. Some ESL teachers might not consider teaching their learners the phonetic transcription as learning new symbols may cause learners to face more burden in learning the English Language.

2.13.3 The Amount of Focus on Segmental and Suprasegmental Features.

Focus on segmental features in a learner's command of the ESL means the learners' ability to pronounce the sounds of the English phonemes accurately. As stated by Celce-Murcia et al (1996), errors in segmental sounds usually lead to minor misunderstanding that could be corrected by repeating the pronunciation of the particular word or emphasizing on the correct sound. However, Celce-Murcia et al (1996) stressed that errors in the suprasegmental and connected speech features cause serious problems in communication. Despite this fact, the problems of segmental and connected speech features may just occur when the speakers involved are between the native and non-native speakers. Improper intonation and stress of a non-native may be perceived negatively by the native speakers such as being rude, impolite or abrupt.

Brown (1992) quoted Bolinger (1961), Kenworthy (1987), and; Smith and Nelson (1985), that suprasegmentals have more importance in terms of achieving intelligible pronunciation especially in the early years of learning an L2. Being the non-native speaker, one may need to know what the native speakers do to control the stress, intonation and how they assimilate and drop certain sounds. There are a lot of techniques and materials suggested in teaching the suprasegmental features in Brown's (1992) collection of approaches to teaching pronunciation. A very stimulating collection of strategies were recommended by Ross Lindsay specifically for teaching phonology to teacher trainers. Ross outlined several interesting mini activities that will create interest in pronunciation. In teaching the suprasegmentals, Brown (1992) included an article on using drama voice techniques in teaching pronunciation by Wessels Charlyn and Lawrence Kate. According to Wessels and Lawrence, these drama voice techniques are fun and it is a way to reduce stress in learning a second or foreign language.

Studies have shown some support for the superiority of suprasegmental instruction in the ESL context (e.g: Derwing & Rossiter, 2003). Levis (2007)

emphasized that all suprasegmental features are equally able to be taught and learnt. Some features of suprasegmental are not learnable such as pitch movement marking boundaries and the intonation sentence. However, a much more advanced approach could be used to teach these features.

2.13.4 The Testing of Pronunciation

Finally, testing pronunciation is often being neglected. Pronunciation should never be taught based on just accuracy. Brown (1992) quoted Major (1987); the measurement of pronunciation accuracy is in the dark ages when compared to measurement of other areas of competence.

While the testing of pronunciation should be incorporated in other skills, some fair measurement of the language that focuses on accuracy and fluency as well as intelligibility should be included. If there is no proper measurement of testing pronunciation, learners as well as teachers will not take pronunciation seriously especially the 'exam-oriented' society. Goals of learning pronunciation should be outlined first before setting the target for pronunciation achievement.

In the Malaysian secondary school syllabus for the English Language subject, pronunciation is evidently part of the syllabus. However, it is not only being sidelined by the ESL teachers in their lessons, it is also given very little emphasis in the examination or oral assessment. This situation explains the lack of attention given to the pronunciation component. The purpose of testing pronunciation is not only to evaluate the learner's understanding of the pronunciation features and to award grades, but also, and more importantly, it helps in motivating the learners to be sensitive to this aspect of the English Language.

As mentioned earlier, the testing of pronunciation is needed to assess the learner's ability in the management of specific features, segmental or suprasegmental in

real communication. However, this is not materialized as the ESL teachers think that there is no need in testing the specific features of pronunciation as it is too difficult and added to the burden of the learners. This is due to the belief that if these features are tested individually, it shows no relevance to the speech in real interaction (Heaton, 1988).

Another problem in oral testing is administration. It is difficult to manage the large number of students to be tested. Equipment needed for testing, like laboratories or audio recorders, is scarce in many schools. Even when all the materials are available, testing may be rendered impossible by the lack of even more basic facilities like the power supply. However, Buck (1989) confirmed that pronunciation test could be carried out using paper and pencil test. In fact, according to Buck, it appears to be easy in its administration. Nevertheless, whether or not it is able to measure the learners' ability in using the language intelligibly could be an issue. If pronunciation is to be taught in integration, the testing of pronunciation should reflect the way the learners have been trained in the classroom to use pronunciation. That is, if pronunciation is taught using communicative activities through dialogues or role play, pronunciation testing should also be conducted along the same lines.

2.14 The Challenges of Teaching Pronunciation in the ELT Classrooms

According to Takagaki (2005) realistic goals of pronunciation learning target must be set. Teachers must first be exposed to the advantages to retaining a comfortable variety of the English Language rather than trying to have the strong desire to acquire an accent that is almost impossible to achieve (Rajadurai, 2007). The sociolinguistics background of the non-native speakers must be reevaluated. Part of it is the reevaluation of identity desired as a result of the accent produced by the speaker. Rajadurai (2007)

has made way for further investigation on intelligibility into the sociocultural communicative context. She emphasized this by commenting that;

“..in countries which have a standard variety in addition to a more localized code, the pedagogical norms for an internationally intelligible sub-variety should ideally be based on the local standard model, rather than on a new, imposed exonormative model”.

(Rajadurai, 2007)

This calls for a change of attitude in the acceptance of the local accent that is intelligible for communication internationally and internationally (Rajadurai, 2007). What is needed first is not so much of contribution to materials of the new intelligible core but rather a change of attitude in models of pronunciation while at the same time, research are conducted on what the appropriate simplification of the standard RP form should be (Rajadurai, 2007).

The movement which supports Jenkins’ (2000) idea of international intelligibility disputes the idea of the sole custodian of the English language. The growing number of English language users resulted in two categories of users (Rajadurai, 2007), mainly the new users and the owners of the language. The concern of having a new pronunciation core is as a result of the number of new users that has outgrown the number of owners of the English Language. These new users have created new varieties of the language where influence on accent from the L1 is evident. Due to the rise of differences of accent, concerns on intelligibility have been voiced (Rajadurai, 2007).

However, despite this view, Trudgil, 1998 states that even though diversities emerge in accent (even among the owners of the English Language), English can be spoken in any accent. Maley (2008), in a MICELT conference (2008) stated that users of English Language just need to accept the fact that varieties of English Language exist

and there can only be one correct model, that is the Received Pronunciation (RP) model. Maley (2008) added that there can never be another model based on an existing model of pronunciation as Jenkins (2000) tries to establish. To conclude Maley's (2008) point of view, users of the English Language must learn to be tolerant to the varieties of accent of the English Language that exist.

Timmis (2002) who conducted a survey among teachers and learners in 14 countries found out that some expressed preference in sounding like the native speakers. However, Timmis (2005) inserted his view of using the native model as a point of reference but the users of the English Language have the license to be different. Based on Timmis' (2002) findings on the preference of the native model by the non-native users, Jenkins (2005) explained the dilemma of identity. Among which, the non-native speakers' accent sounds unintelligible as well as the feeling of insecurity of the accent that they carry. Derwing (2003) refers to this psycholinguistics and sociolinguistics phenomenon as 'the politics of accent'.

Rajadurai (2007) supports this by stating that this phenomenon of sounding native is seen as a blind submission to an unreasonable, inappropriate and unrealistic desire. Rajadurai (2007) further asserts that most teachers and learners of the outer circles do not even sound native and have never been taught by native speakers. Therefore, it is useless to base learning and teaching pronunciation on a model that is impossible to achieve by many non-native speakers (Rajadurai, 2007).

Another point raised by Rajadurai (2007) to support Jenkin's (2000) effort on establishing a new phonological core is that an individual's accent is always linked to their social and individual identity. Many of these second language users of English Language have the desire to maintain and safeguard their local identity. This stand is supported by Tay (1992) from his research that revealed the rejection of the native accent and norms by the educated Singaporeans. Rajadurai (2007) quoted Cook (1999,

p. 194); people simply cannot be expected to conform to the norms of a group to which they do not belong.

The widespread use of the English language has caused various changing patterns of its use in order to express certain groups' cultures and identity, as stated by Rajadurai (2007). This is another argument that supports the move on establishing a new phonological core to ensure intelligibility. Widdowson (1997) has once portrayed English Language spread as being varied as a result of "adaptation" and "nonconformity".

Based on these arguments, the need to find an alternative approach to suit the learning and teaching of pronunciation to L2 users is very crucial. The methodology used in the classroom in teaching pronunciation as well as the materials used must go beyond the native speaker's model and norm.

2.15 Conclusion

Pronunciation is very much feared by the learners who are not proficient in the language (Rajadurai, 2001). To use the perfect model would be very intimidating and the appropriate target in achieving an intelligible or native like goal would be far reaching (Rajadurai, 2007). An article by Rajadurai (2007) investigated strategies used by proficient speakers in Malaysia in modifying their pronunciation patterns to attain greater intelligibility. The study has managed to explore intelligibility in a bilingual context as well as contributing to the pronunciation needs of non-native speakers particularly in Malaysia. These strategies of speech modification may be applied as part of the strategies recommended for learners to use in learning pronunciation (Rajadurai, 2007). Perhaps what is needed is to create awareness for the ESL teachers to emphasise the importance and benefits of learning pronunciation in motivating the learners to improve their pronunciation, thus making the learners a confident user of the language.

Teachers must be made to understand the realistic and practical goal in the teaching of pronunciation especially in relation to the choice of pronunciation model as well as accent that comes with the learners' pronunciation. The way that pronunciation is to be taught need to be considered as it should be taught in integration and not in isolation to reflect the nature of communication.

The investigation of teachers' beliefs about pronunciation instructions can inform educational practices. It helps to build understanding of the teacher's decisions in the classroom. The scarcity of the study on the teachers' beliefs about pronunciation instructions adds to the body of knowledge of the existing gaps in the field of teachers' beliefs. The negligence of pronunciation instructions then could be understood through the study of teachers' beliefs.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This study explored the beliefs of selected teachers on the teaching of pronunciation and the nature of relationship between their beliefs and their pronunciation teaching practices. This study requires the researcher to elicit detailed and in-depth information from the participants selected for this study based on their beliefs of the pronunciation practices and observed actual practices of pronunciation instruction in the English Language lessons. The study is guided by the following research questions: (1) What beliefs do teachers hold about pronunciation content and instruction? (a) What are the teachers' beliefs about their role in teaching pronunciation? (b) What are their beliefs about focus areas in learning and teaching pronunciation? (c) What are their beliefs of approaches to the teaching of pronunciation? (2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching? (3) How are the teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

This chapter deals with the rationale for adopting a qualitative study in investigating teacher's beliefs and practices about pronunciation instructions, explains how the study is conducted, and the detailed explanation of the data analysis processes. A qualitative research design was deemed suitable for the exploration of this particular study, as issues pertaining to teachers' beliefs are best asked through a qualitative study. As quoted in Pajares (1992), Schunk (1991) to gain additional insights in the study of teachers' beliefs a qualitative method such as case studies or oral histories are recommended. In addition, the study of teachers' beliefs require assessment of what

individuals say, intend and do, thus, teachers' verbal expressions, predispositions to action, and teaching behaviours should be included in the assessment of beliefs (Pajares, 1992 p 327).

3.1 Rationale for Adopting a Qualitative Study

Merriam (1998) clarifies that the key concern of employing a qualitative method is when the concern of understanding the phenomenon under study is to explore the perspective of the participants and not the researcher's. The term regularly used as mentioned by Merriam (1998) is to explore a situation from the emic perspective rather than the etic perspective. The intention of a qualitative study is to understand the experience of the participants in a particular situation. The teachers' beliefs are based on their own life experiences and how these experiences have affected their thoughts and decisions in their teaching practices. Thus their beliefs are best told by the teachers themselves. Soliciting meaning from a participant's perspective is referred to as an emic perspective, therefore reflects the key concern in a qualitative study (Merriam, 1998).

This study was based on data collected based on observed pedagogical practices of five selected KBSM (secondary school) English Language teachers in real classroom situations. Besides observations, interviews with the teachers and selected students were also used as the method of data collection. Thus this study employs the multiple case study method. This method allows the researcher to investigate, observe and scrutinize the experiences that formed the beliefs of the ESL teachers and the decisions of the activities based on their beliefs about pronunciation. These situations are observed in a real setting; that is in the ESL classrooms. Through a case study method, the researcher has the opportunity to observe and build a close relationship with the participants, interact with the participants as well as the data collected. Thus as stated by Yin (2009 p. 4), a case study method allows the researcher to retain the holistic and meaningful

characteristics of real-life events. In the field of education, case study method is not uncommon, in fact most social science disciplines employs a case study method (Yin, 2009).

Yin (2009) outlined three conditions to a certain method in a research. The first condition is the type of research questions posed. In this study, the research questions looked into the “what” and “how” questions. This study intended to explore what the beliefs and practices of pronunciation instructions are as well as how they are congruent. According to Yin (2009 p. 9), this type of question is a justifiable rationale in conducting an exploratory case study.

The second condition highlighted by Yin (2009) is the extent of control over behavioural events and degree of focus on contemporary events. This study is no doubt a study of a contemporary event. Yin (2009 p. 11) emphasized that case study is a preferred method in studying contemporary events and when the researcher does not want to manipulate the behaviour of the participants. In other words, the researcher has less control over the participants. Yin (2009 p.11) added that the unique strength of a case study is its ability to deal with a full variety of evidence mainly, observations, interviews, documents and artifacts. Thus, this case study which employs observations and interviews as its primary data collection, reflects the real situation in the ESL classroom and yielded data from the perspectives of the participants.

3.2 Selection of Participants

The sample in a qualitative research tends to be small. The most common sampling in a qualitative research is purposeful sampling where the samples were selected from the participants the researcher can learn the most from (Merriam, 1998). In this multiple case study, the sample consists of five English Language teachers who have various professional qualifications and teaching experience. It is worth exploring

how these different experiences and academic backgrounds have shaped their beliefs. Based on these criteria, the study reveals an understanding of the case under study in varying contexts, thus strengthening the precision, validity, and stability of the findings (Miles and Huberman, 1994, p29). Each participant selected has their unique experience of teaching and learning both professional (formal) and informal exposure. According to Borg (2006) expert language teachers use their formal and experiential knowledge to decide the best method for their learners, to anticipate problems and to respond to learners in a technically skilled manner and sensitive to the learners' needs and problems. On the other hand, novice teachers are less flexible and lack variety in their teaching approach, and have difficulties in placing themselves in the learners' shoes. It is then worth to see evidence of different approaches to the teaching of pronunciation between the expert and the novice teachers in this study.

Thus, this study investigates five English Language teachers who are teaching the lower and upper secondary school students in Selangor, the west coast of the Peninsular of Malaysia. Selangor has several urban cities mainly, Shah Alam, Klang and Petaling Jaya. There are nine districts in Selangor and the five participants were based at different districts, mainly the Petaling district which is located in the middle of the Klang Valley, Kuala Selangor district which is an old royal town, and the Hulu Langat district, a suburban area located between Kuala Lumpur and Putrajaya. Selangor which is the richest state in Malaysia was also declared as the first developed state in Malaysia.

These teachers are selected based on two criteria. First is the difference in their academic qualifications regardless of whether they possess academic qualification in teacher education or non-teacher education. Therefore, the participants of this study consists a mixture of fully trained, semi-trained and untrained English Language teachers. Fully trained teacher refers to a teacher who has at least a degree in (TESL)

Teaching English as a Second Language or (ESL) English as a Second Language. Semi-trained teacher refers to a teacher who has a certificate in Education (KPLI) Kursus Perguruan Lepas an Ijazah (Graduate Teacher Training Course). Untrained teacher refers to a teacher who has a degree in other fields other than education and has never undergone a teacher training program. Anita and Suzana are fully trained ESL teachers where both hold a degree in TESL. Laily and Linda on the other hand are semi trained teachers with a Diploma in Education. However, Laily holds a degree and masters degree in Linguistics and Linda holds a degree in Mass Communication. Mary is the only candidate who is not TESL trained. She holds a degree in Business Administration.

Secondly, these teachers are chosen based on their length of experience in teaching the secondary school students. Therefore, there is a mixture of novice and expert teachers in this study ranging from three to twenty two years of experience in teaching the English Language subject. A guiding factor for these selections was to get a fair overview of the beliefs of the teachers of different levels of experience and training in teaching English Language subject. Furthermore, by categorizing the teachers selected into “expert” and “novice”, the study could discover if they show similarities and differences in their cognitions and actions on the teaching of pronunciation.

The two factors which became the basis of selection of the participants of this study was based on the potential influence that these factors have on the ESL teachers’ beliefs and practices about pronunciation instruction. Studies by Borg, 2006; Allen, 2002; Flores, 2001; and Richards et al., 1992 suggested future studies in teacher cognition to take into account of these factors which might bring about insightful findings and contribute to the studies in teachers’ beliefs about pronunciation instructions.

In order to reach to these selected ESL teachers, the researcher had obtained written permission from the EPRD (Education Planning and Research Department, Ministry of Higher Education, Malaysia) and the State Education Department of Selangor. Upon receiving the written permission from the authorities, appointments were made to personally seek permission from the school principles or their respective assistants. The schools were informed of the teachers whom the researchers have selected as subjects for this research. A tentative schedule to indicate the duration of data collection in each school was given to the school principals or the assistants.

Besides the five ESL teachers, several students taught by these selected teachers were also interviewed to get complete data and for data enhancement purposes. They were interviewed either individually or in small groups depending on their level of proficiency and ability to respond to the researcher's questions. Some of the students had difficulties expressing themselves in the English Language, thus the researcher used Bahasa Malaysia during the interview to accommodate the students. There were also students who were quite reserved in giving their response, thus, a group interview was conducted for their comfort.

For the purpose of writing the research findings, the real names of the participants were not revealed. Instead, they were given pseudonyms, namely, Anita, Laily, Suzana, Mary and Linda. Besides that, all information gathered from the observations and interviews were kept confidential. The participants were also informed of their right to withdraw from participating in this research at any time during the conduct of this research. In a qualitative study it is important for the researcher to safeguard the participants' rights. The participants were also briefed on the research purposes, research procedure, the expected amount and level of involvement from them and the implication of this research on them during the data collection prior to the data collection. They were asked to sign the consent form in indicating their agreement to

participate in this research. The researcher had also discussed and obtained permission from the headmaster or the senior assistant in the schools before meeting the participants and carrying out the data collection. As for the students who participated in this study, they were also given consent forms for themselves and for their parents to sign.

Five participants with different educational backgrounds were deemed sufficient for this research for investigating in depth on the research questions about their beliefs and practices of pronunciation instructions. In conducting a multiple case study, a small sample is encouraged as the purpose of this research is not to investigate the frequency of congruent or incongruent beliefs and practices of pronunciation. The research aims to conduct a holistic study about the teachers' beliefs and practices.

Besides that, the complicated nature of beliefs due to its personalized pedagogical system, the observation of the actual practices in the naturally occurring context as well as the demanding data collection and in depth data analysis, requires the researcher to use a small number of participants to conduct the research effectively. Other research on teachers' beliefs and practices in other curricular areas had also conducted their studies using a small number of participants. Borg (2003) conducted a research on the process of grammar teaching on five EFL teachers in Malta, Beach (1994) investigated the beliefs, practices and context in teaching reading on four elementary teachers in the USA, Burns (1992) studied teachers' beliefs and practices in writing instructions on six teachers in ESL classes in Australia and Muchmore (2001) looked into the practices and beliefs of one experienced high-school teacher of English in the USA. Furthermore the question of whether the findings of this research could be generalized is not the concern of this research. The purpose of a qualitative research is to provide a holistic meaning to the research understudy and not to provide generalized

findings. Thus, five ESL teachers from selected schools in Selangor were chosen as the main participants in this study.

3.2.1 The Selection of Students

Besides the five teachers, several students taught by these participants were also involved in the data collection and analysis. The students were selected by the participants themselves based upon the criteria requested by the researcher. The researcher had requested at least two students from each level of proficiency mainly advanced, intermediate and lower intermediate. Alternatively, the researcher had informed the participants that they could use the students' latest examination performance as the criteria for selection. The rationale for the criteria was to get a clear response and as a counter check from the students of the practices of pronunciation instructions. Each student was interviewed once and it was audio recorded. The interview sessions were conducted either individually or in a small group of three students. The reason for conducting some of the interview sessions in small groups was to make the students feel comfortable talking to the researcher with the presence of their friends. This interview strategy helps the less proficient students to express their thoughts and experience comfortably. The students who are more proficient were interviewed individually. The interviews were conducted during the time convenient for the students with permission from their English Language teachers to leave class if interviews were conducted during the English Language lesson.

3.3 Data Collection

The data collection for this study was in a form of actual classroom observations to observe pedagogical behaviour in the classroom and semi-structured interview to solicit information from the participants. The observation method was chosen by the

fact that the teaching effectiveness studies are normally conducted in existing or actual classrooms which operate during the periods of observation. This means that this research was carried out in naturally occurring classrooms and the participants observed were performing normally in a natural context of instruction. As Bogdan, R. and Biklen, S. (1992) states that one of the features of a qualitative research is the natural setting that becomes the direct source of data where the researcher is the key instrument. It is believed that this research is suitably conducted qualitatively due to the concern of the context understudy and the pronunciation teaching practices can be understood when it is observed in the setting in which it occurs (Bogdan, R. and Biklen, S., 1992).

The observations of each participant were organized based on the discussion of the appropriate topics or skills taught by the participants that could help the researcher to observe any pronunciation direct activities or indirect activities. This is due to the fact that pronunciation is not always incorporated in the English Language subject. The researcher had negotiated with the participants of observing relevant lessons that may contain the integration of pronunciation skills. This was done before the actual observations by discussing with the participants, their teaching plans on a weekly basis. The researcher had tried to negotiate for observations on various skills taught by the participants. Most of the lessons taught were mostly speaking, reading and grammar classes. There were also observations on literature lessons where the focus was on vocabulary and reading skills.

The choice of classes observed was based on the selection of the participants themselves. The freedom of choice was given to them as the researcher felt that it is important for the participants to teach the class that the participants feel most comfortable with. Thus, the participants may be more confident during the observations. Most of participants had expectedly chosen their best classes. However, this does not mean that all the students in the classes were good or proficient students. They were of

mixed ability.. Thus, the researcher had a good mix of students with different levels of proficiency.

The observations were carried out for a period between two to three months varying between the participants. All the observations were conducted at the beginning of the year as most of the participants were busy with preparing students with the final examination if observations were to be conducted from the middle of the school year. Thus, the observations were conducted between the months of January until August. The data collection continued for two years as the researcher could only manage to observe two or three participants in a year as the schedules of the observed classes as well as the interviews might overlap. Furthermore, the classes observed were decided on weekly basis. In some weeks there might not be suitable classes to observe but were replaced with interviews with the participants or the students. There were also times where data collection could not be carried out as the participants, the students or the schools had other matters or events to attend to. Sometimes the pre-planned observations had to be cancelled as the students had to attend certain activities or programmes or a prolonged school assembly.

All the observations on the participants' lessons were video recorded with their permission. In the first few lessons, the participants and the students in the classrooms felt uneasy and constantly looked at the researcher and the video recorder. Some looked away when the video recorder was focused on them. However, after several observations both the teachers and students felt more comfortable with the presence of the researcher and the video recorder. During the observation, the researcher took field notes on some of the reflections or thoughts that came to the researcher's mind. However, the researcher did not write the field notes in detail as the researcher had to also operate the video recorder and at times, carry the video recorder to a discussion held by the students or both teacher and students.

The observation method was chosen for the purpose of answering the second and third research question which is to study the extent that the selected teachers incorporate instruction of pronunciation features of the target language in their teaching and to what extent are they congruent with their beliefs about pronunciation teaching and learning. According Wragg (1999), classroom observation is a common method to witness the actual scenario of teachers conducting lessons.

Besides being observed, the selected participants were also interviewed to gain in depth understanding of the teachers' beliefs on pronunciation instruction. This intends to uncover and at the same time triangulate the reasons for employing certain methods and techniques of their pronunciation lessons. The purpose of the interview was also to identify if the lesson was conducted as how it was planned and based on their beliefs and if not, what were the changes or adjustments made, and the justifications of the adjustments. Furthermore, during interviews, a researcher is able to enter in to another person's perspective (Patton, 1990). By using semi-structured interviews, a researcher is able to seek specific information and issues pertaining to the study and at the same time provide opportunity to freely express their beliefs effectively.

The five selected teachers were interviewed in two phases. The primary purpose of the interview was to gain insights of the teachers' beliefs about pronunciation instruction. Besides that, the interviews were conducted to understand the processes, reasons for the choice of activities or tasks conducted in the lessons, to understand the teachers' perceptions, expectations and feelings in dealing with the pronunciation components.

The first phase interviews attempted to understand the teachers' beliefs of pronunciation instructions. The second phase interviews were conducted after each of the observations were conducted to gain further understanding of the selection of

activities, tasks and methods used. In this phase, the researcher sought for confirmation of the responses in the interviews conducted in the first phase by relating their response in the previous interviews to the lessons observed when inconsistencies were detected. In other words, the participants were given the chance to confirm or make changes of the responses that they have made. This is to ensure that the data obtained are of the actual beliefs of the participants, thus, ensuring the validity of the data.

The interviews were conducted as informally as possible so as to obtain the true account of what took place in the classroom and the teachers' thoughts. As Bogdan and Biklen (1992) emphasized that good interviews are those in which the subjects are at ease and talk freely about their points of view. To reflect in depth on the insights gained from the selected teachers, each interview were audio recorded and transcribed. The interview of the teachers was a method to yield data in answering the first research question which is to investigate the teachers beliefs about pronunciation teaching and learning.

For the purpose of triangulation and validity of the interviews and observations of the participants, this study also conducted semi-structured interviews of the students to gain their insights of the teaching and learning expectations and to uncover their experience of learning pronunciation in the classroom. For this purpose, several students (between two to three students) from the classes taught by each participant were recommended by the participants for interviews. The selection of pupils was based on their communicative ability in either the English Language or Bahasa Malaysia and a range of good to weak students in the English Language subject. This was to ensure that the insights of students of high and low achievements in school were investigated. Each student was interviewed once at a convenient time and with permission by the teachers during school hours. The interviews were conducted individually or in groups as some of the students were uncomfortable being interviewed alone by the researcher.

Besides observations and interviews, the researcher also collected documents related to the lessons observed. The documents such as the syllabus, participants' record book and teaching materials in the form of worksheets were used to provide supporting information to the study as they offer a rich source of information (Patton, 1990).

Below is the table which summarises the data collection. This table includes the data collection methods, description or nature of the methods, the questions or guide used and the data administration. This summary applies to all five participants. However, the duration spent for data collection for each participant may vary between 2 to 4 months depending on the participants' class schedule and availability for the interview sessions. The selection of lessons is also a contributing factor in the duration for data collection as only lessons that have elements of pronunciation were observed. This is based on the discussion between the researcher and the participants.

Table 3.1
Organisation and Nature of Data Collection

Data Collection Methods	Description of Methods	Questions / Guide	Data Administration
<i>Audio-recorded Interviews: ESL Teachers</i>	<u>Two Phase Interview</u>	Researcher constructed questions which explore the teachers' beliefs and practices of pronunciation teaching and learning.	<u>Participant 1</u> 3 months : January 2010 – March 2010.
	<u>Phase 1</u> Interview sessions carried out before the observation to gain understanding on the teacher's beliefs prior to the lesson observations and to get information on the teacher's background.		<u>Participant 2</u> 2 months : June 2010 – August 2010.
	<u>Phase 2</u> Interview sessions carried out after the first or second classroom observations to gain further understanding of the actions taken in the lessons and to confirm researcher's interpretations.		<u>Participant 3, 4 & 5</u> 4 months : January 2011 – April 2011.

Table 3.1 (Sambungan)
Organisation and Nature of Data Collection

Data Collection Methods	Description of Methods	Questions / Guide	Data Administration
<i>Audio-recorded Interviews: Students</i>	<p><u>One session Interview</u> <u>Number of students</u> A minimum of two students from the classes taught by each participant.</p> <p><u>Selection of students</u> Selected by the participants themselves.</p> <p><u>Number of interviews</u> Once for each student.</p>	<p>Researcher constructed questions which serves to counter check the practices of pronunciation in the ESL classroom.</p>	<p><u>Students of Participant 1</u> March 2010.</p> <p><u>Students of Participant 2</u> August 2010.</p> <p><u>Students of Participant 3, 4 & 5</u> January 2011 – April 2011.</p>
<i>Video-recorded Observations</i>	<p><u>Video Recorded Observations</u> Lesson were selected based on discussions between the researcher and the participants. Observations were conducted to document the actual practices of pronunciation instructions in the classrooms.</p> <p><u>Number of Recorded Observations</u> Participant 1 : 5 lessons Participant 2: 3 lessons Participant 3: 4 lessons Participant 4: 3 lessons Participant 5: 3 lessons</p>	<p><u>Classroom Observation Checklist</u> Contains the Contents and activities of pronunciation as well as stages of a lesson.</p>	<p><u>Participant 1</u> 3 months : January 2010 – March 2010.</p> <p><u>Participant 2</u> 2 months : June 2010 – August 2010.</p> <p><u>Participant 3, 4 & 5</u> 4 months : January 2011 – April 2011.</p>

3.4 Data Analysis

Data collection and data analysis should be a simultaneous process as stated by Merriam (1998). It is also the process of making sense out of the data where consolidating, reducing and interpreting of the data are taking place where the purposes are to reveal important themes and extent of emphasis that underlie the participants' views on the topic understudy and to compare the themes across other different

participants (Merriam, 2001, p. 178). The main purpose of the whole process of data analysis is to derive the findings through answering the research questions.

In this research, the researcher recognized that qualitative data must be analysed simultaneously during data collection due to the emergent nature of the design of the qualitative research. The raw data were first transcribed *verbatim* and then typed in *Microsoft Word 2003* format. They were kept in several formats – in a CD, printed as hardcopy and as soft copies in the computer. The researcher then read the texts several times and noted down the impressions obtained from the texts. In scrutiny, the initial codes were formed and then the initial codes as well as the episodes were then tabulated into matrix tables based on the research questions of the study. The data is sorted and rearranged in the matrix tables for the purpose of making a general sense of the data. The initial codes were then examined again to detect any overlaps and redundancies. Then a *Microsoft Excel* spread sheet is used where the initial codes, episodes and sources from the interviews and classroom observations were typed then categorized or collapsed and sorted in alphabetical order. The themes that emerged from the categories and their explanations were then developed into mind maps. At the same time, the same process of data analysis was also conducted for each interview, indicating all the emerging themes and their possible relationships to each other and to the research questions of the study. These processes were carried out for all the five participants. The mind map became the basis for the development of a summary for each subject. The formulation of themes according to Merriam (2001) is largely an intuitive process, however, it is informed and guided by the purpose of this research, the research questions of this study, the researcher's knowledge and the meanings that are made explicit by the researcher. All these analysis were bound together as a point of reference.

To prevent from arriving at a conclusion prematurely, the constant comparative method of analysis (Glazer and Strauss, 1967) is used. According to Merriam (1998) the basic strategy of this method is to constantly compare all the data sets and the themes that were developed and also within and between levels of conceptualization until the findings are finalized.

Since this study is a multiple case study where data is collected from five ESL teachers of various educational background and experience, two stages of analysis were involved – the within-case analysis and cross-case analysis. The first stage of data analysis involves analyzing the cases individually in a comprehensive manner. Data are gathered so that the researcher can learn as much about the contextual variables as possible that might have a bearing on the case (Merriam, 1998, p 194). Then, in the next stage of analysis, the cross-case analysis, began after the first stage is completed. In this stage the researcher tried to build a general explanation that fits each of the individual cases, even though the cases will vary in their details (Merriam, 1998, p 195). This is where the researcher compares the themes that emerged across the five participants.

3.5 Validity and Reliability

The study employed the triangulation of multiple data and sources mainly through the observations, interviews with the five ESL teachers and interviews with the students taught by all the participants in this study. For validity purposes, members' checks and clarification of researcher biases are used to strengthen its internal validity. These are some of the basic strategies suggested by Merriam (1998) to enhance internal validity. A triangulation using multiple data (face-to-face interviews including follow up interviews with all the participants and video-recorded observations). By using this validation strategy, the researcher was able to test a source of information or data against another in order to detect and discard any inconsistencies in the explanation of

the findings. In this study, the beliefs expressed by the participants were validated by follow up interviews with the participants and interviews with the students taught by the participants as well as observations of their actual lessons. The observations served as proof of their stated beliefs which were later justified in the follow up interviews with the participants again. The use of five participants in this study served to validate the findings of one case to another in terms of its similarities and differences or pattern matching.

A member check was conducted to ensure the accurate account of the participants' experiences and statements of beliefs. The participants were given the reports of their statements in the interviews and had shown their agreement with the reports. All the participants had indicated agreement with the interview reports. This can be referred in Appendix B where it is clearly stated that participants are given the opportunity to listen to the recording of the interviews and go through the interview transcripts in order to clarify, modify and affirm whatever have been said to the researcher. However the researcher had conducted a separate informal session with each participants in order to provide verbal summary of the participants' belief. The participants had preferred a verbal session in conforming their beliefs as opposed to listening to the audio recording and reading the interview transcript. The preference for this was due to time constraint on the teachers' side.

Another strategy to enhance the internal validity of this study was to clarify the researcher's bias and assumptions. Before the data collection began, the researcher had outlined the expectations of this study to the participants in terms of the interview and observation requirements. The participants who have agreed to participate in this study had to undergo a series of interview and to be video-recorded in the lessons selected by the researcher upon discussion with the participants. The researcher has clarified the

issues of internal validation in the following section of researcher's bias and assumptions.

In terms of external validity, where the findings can be applied to other populations, according to Merriam (1998) the notion is impossible to be applied to qualitative research. Similarly a large randomly selected sample may not be applied directly to individuals in a particular situation (Donmoyer, 1990).

In terms of reliability in qualitative research, the reliability can be achieved through training and practice in the related field (Merriam, 1998). This means the researcher has taken the initiative to learn the appropriate methods of analysis of findings from an expert in the qualitative research, and learned ways to conduct effective interviews through practice of the initial interviews with participants. With regards to this, the researcher had taken the initiative to enrol in several Qualitative Methodology courses where the researcher had the opportunity to gain understanding of a qualitative research and developed into a competent qualitative researcher.

To ensure the validity and reliability in a qualitative research, Merriam (1998) stressed that ethical issues must be given a lot of attention especially during data collection and data analysis. In the data collection, the researcher is aware that in the interview sessions, some questions may invade the participants' privacy as the participants related their learning experiences and their professional experiences. The classroom observations which were all video-recorded may also reveal the professionalism as well as the capabilities of the participants as teachers. The researcher has tried to maintain professional in the data collection so as not to appear to be judgmental especially when interviewing. It was crucial when the researcher had decided to enter the school a few months earlier before conducting the data collection to establish trust and comfort with the participants. The classroom observations were video-recorded with permission from the participants and they were given the choice of

choosing the class that they are most comfortable with, and the lessons that the participant and researcher felt would help in obtaining good data through discussions. The data collection was conducted in a manner where it avoided any inconveniences or discomfort on the part of the participant. Permission from the school authorities were also sought in order to observe the classroom practices for a considerable length of time. The participants, mainly the teachers and students were given a written consent that they would sign upon understanding the purposes of the research and the procedures involved as participants of the research. Before the research began, the researcher explained the benefits that the participants would gain through their participation in this research where they could articulate and realize their beliefs as well as have a better understanding of their thoughts and actions in the classroom. As Merriam (1998), quoted Stake (1994), “Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict”.

3.6 Researcher’s Bias and Assumption

As the main investigator in this study, the researcher has addressed the following issues of internal validation in the following ways:

- 1) The design of the study had identified a problem statement a purpose statement that was supported with a theoretical and conceptual framework. As a researcher, the information on teachers’ beliefs and pronunciation instructions were collected over a period of five years of the researcher’s PhD candidature.
- 2) The researcher has been a lecturer in the TESL field for over 10 years thus has an experience in the teaching of TESL subjects.
- 3) Having an experience in the teaching field in tertiary institutions, the researcher had confidence in her ability to listen, ask good questions and collect as well as analysed the data collected.

- 4) The researcher has clearly observed the ethically issues in conducting a qualitative research. This includes understanding and anticipating problems that may arise during the construction of the problem statement and research questions and in the analysis state. The problems are mainly establishing trust and clearly explaining the objectives of the research to the participants. The researcher has made several visits before the actual interview and observations to establish rapport with the participants in this research. Participants are assured of the confidentiality of the data and the anonymity of the participants' details. During the data collection process, participants are briefed of the processes in the data analysis and the interpretation of data. All data collected are confirmed with the participants in debriefing sessions with each participant to clarify any unclear information which has been interpreted by the researcher. Creswell (2013) emphasised that ethical issues must be considered at various levels in a qualitative research from the planning stage, data collection, analysing and right up to the writing stage.

CHAPTER 4

FINDINGS

4.0 Introduction

This section presents the analysis of the study. The purpose of this study is to explore the beliefs of selected teachers on the teaching of pronunciation and the nature of relationship between their beliefs and their pronunciation teaching practices. The study is guided by the following research questions:

- (1) What beliefs do teachers hold about pronunciation content and instruction?
 - (a) What are the teachers' beliefs about their role in teaching pronunciation?
 - (b) What are their beliefs about focus areas in learning and teaching pronunciation?
 - (c) What are their beliefs of effective approaches to the teaching of pronunciation?
- (2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?
- (3) How are the teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

The first part of this section provides the description of the within-case analysis. This is followed by the second part which presents the findings of the cross-case analysis. The whole findings are summed up in the last part of the chapter summary.

4.1 The Within-Case Analysis

The findings on the within-case analysis are divided into two parts. The first part discusses about the participants and their beliefs about the teaching of pronunciation. The second part presents the evidence of their pronunciation practices.

4.1.1 The Participants

Five participants were interviewed and observed for this study. They were selected based on the following criteria: (1) the different education background, (2) the length of teaching experience and (3) adequate and complete understanding about the English Language curriculum, its syllabus as well as its objectives. The first criterion was set in order to get a more thorough investigation of the possibility of discovering different beliefs based on their educational background. Participants who went through comprehensive teacher training courses might hold different beliefs on the teaching of pronunciation as compared to participants who underwent a short teacher training course or not exposed to teacher training at all. The second criterion was set to investigate a thorough belief of teachers of different years of teaching experience and to uncover any change of beliefs which took place throughout the years of teaching experience. All of the participants have had between three to twenty two years of teaching experience and are teaching in various secondary schools in Selangor. The third criterion was set in order to take into consideration of their familiarity as well as how well they have accommodated to their teaching responsibilities which includes their experience in organizing various school events, and possess adequate understanding of the Malaysian school policy, organization and culture.

Table 4.1
Participants' Particulars

Name	Age	Years of teaching experience	Education (Teacher training)	Education (Non teacher training)	Position in school
Anita	28	4	KPLI M.Ed TESL	B.Sc I T	English teacher
Laily	45	22	Dip. Ed.	B.A Linguistics M.A Linguistics	English teacher & data teacher
Suzana	30	6	B.Ed. TESL	Nil	English teacher
Mary	27	3	Nil	B.A Business Administration	Untrained temporary teacher
Linda	39	16	KPLI	B.A Mass Communication	English teacher

Note: KPLI – In Service / Graduate's Teacher Training Course (A short – one year teacher training course usually conducted by the local universities or teacher training colleges).

For the purpose of this study, the participants' real names are not used. Pseudonyms are used in this report to refer to the participants and other individuals referred by the participants. The following section describes the results of the within-case analysis.

4.1.2 Anita

This is the story of Anita, a 28 year old young teacher who was carrying her first child at the point of this research's interviews and observations on her. Despite her fragile condition, she had open heartedly accepted the researcher into her classroom and her work environment. Anita was the first teacher who agreed to be involved in this study. She was indeed very excited upon taking the role of a research participant and

was ever willing to help the researcher in providing the relevant information needed for the study.

A series of four formal interview sessions were conducted at various locations at her school mainly the library, an empty classroom and the staffroom. The conditions of the places however, were quite noisy. Even the library was not spared and according to Anita, the school is generally noisy, and convinced that she had chosen among the most conducive place to conduct the interview sessions.

Six of her English Language lessons were observed. However, out of the six lessons, the researcher decided to choose only four lessons as the other two lessons did not yield information related to the focus of this research. All the interviews with Anita were audio-recorded and the lessons were video-recorded without much objection from her as the researcher managed to convince her that all the information which includes all audio recordings is strictly confidential and not for public viewing.

Before the observations were carried out, Anita explained that she was currently teaching summary writing and will continue teaching it for at least a couple more weeks. Due to that, she has expressed concern on the possibility of integrating pronunciation into her writing lessons. She was worried that she was not able to incorporate pronunciation into her summary lesson. However, the researcher explained that she should just proceed with her actual lesson plans and was not obliged to cater to the needs of the study as the intention of the observations was to explore how teachers deal with pronunciation problems whenever they occur in the classroom and to find out if there is any evidence of pronunciation teaching in a normal daily lesson.

The first lesson observed was a lesson that had an integration of pronunciation in a summary writing lesson. Her second lesson was a continuation of the previous summary lessons but started her lesson with a group dictation exercise so as to also try to include a pronunciation activity in her lesson. The third lesson was a vocabulary

lesson in a form of a game which was incorporated in a summary writing lesson. The final observed lesson was a reading lesson which was intended as a practice before the students sit for their first term examination to be held three weeks from the day of the observation.

At the time of the study, Anita has just gone into her fifth year of her teaching career, mainly teaching the English Language subject. She is also currently in the pursuit of improving her career as well as trying to equip herself with a more updated knowledge of teaching English where at the time of this study she is pursuing a Master in TESL at a local public university. She graduated from a private university with a degree in Information Technology. She worked for six private sector organizations immediately after she graduated. However she did not pursue a career in Information Technology, instead she entered into the teaching career. It was her parents' continuous persuasion that made her change her career path to teaching. She half-heartedly agreed and later applied to do a KPLI (In service Teacher Training) course at one of the local teacher training colleges. KPLI is a one year training course to prepare graduates who intend to teach in the public schools. After she completed her KPLI, she was posted to a school in Kinabatangan, a rural area in Sabah, East of Malaysia. Here, she taught for two years and later managed to get a transfer to a school in Selangor where she is currently teaching. This is her third year of teaching in this school. The school that Anita is currently teaching is situated in a suburban area with a population of approximately 1500 students. The majority of the students come from a middle income family and discipline is a problem in the school. Anita holds several responsibilities including being a class teacher, the teacher advisor for the English Language society and the president for the Teachers' Club in that school. She teaches the upper level secondary students from form 3 to form 5 students. Besides teaching the English Language subject, she also teaches Arts and Moral Education. Based on her

responsibilities description, it seems she has a load of duties to fulfill added with her fragile state of being in the second trimester of her pregnancy. Occasionally she sighed over the heavy workload as well as her physical condition during the informal conversations.

Growing up in the city, Anita studied in schools located at the city areas throughout her primary and secondary schooling years. She was born and raised in the Klang Valley and had mixed with mostly English speaking friends. Her exposure to the English Language was really rich as she spoke the language at home and in school. She also seldom used her mother tongue even with her family members and could only converse in the mother tongue but was not able to read and write in her mother tongue. Being the president of the Teachers' Club in that school, and in the midst of preparing for the Principals' retirement ceremony, her name is often called by the teachers across the staffroom.

4.1.3 Anita's Beliefs

Anita places pronunciation below the other language skills. Although she did not deny the importance of the skill, teaching it in her lessons was prevented by several limitations that she faces. Examination focus was one of the main reasons for not including pronunciation as part of her English Language lessons. The fact that the local examinations are more focused on the written output, limits Anita's priority on the inclusion of pronunciation component in her English Language lessons.

Anita also believes that the approach towards the teaching of pronunciation should be carried out in a practical way that is through the spoken exercises or activities. Errors in pronunciation made while conducting the speaking exercises or activities could be dealt with immediately. The errors made were seen as more genuine as a result of real communication. She avoided technical explanations as far as possible so as not

to go too deep into the phonetics analysis which the students may not be able to comprehend.

This then leads to her belief that pronunciation component is best incorporated or integrated into the teaching of the other skills. It is not her norm to have pronunciation as the main focus of her English Language lessons and definitely never taught as a separate lesson.

Based on the first research question and its sub questions that seek to investigate Anita's beliefs about the teaching of pronunciation, the following questions guided the discussion.

- (a) What are the teachers' beliefs about their role in teaching pronunciation?
- (b) What are their beliefs about focus areas in learning and teaching pronunciation?
- (c) What are their beliefs of effective approaches to the teaching of pronunciation?

The findings then are given themes presented in the following sections arranged according to the order of the questions. The themes that discussed Anita's beliefs about pronunciation teaching are 'Lack of value in the syllabus', 'Success in Communication' and 'Traditional Approach Versus Current Approach'.

4.1.3.1 Lack of Value in the Syllabus

Anita's school experience as she described was very supportive in terms of her vast exposure to the English Language. Being brought up in the town area of the Klang Valley, Anita had the opportunity of being in a good school where the extensive use of the English Language is practiced. She presumed at that time of her schooling years in a

non-coed missionary school, the use of English as a medium of instruction defined it as a good school.

“My father made it a point for me to go to one of the best girls’ schools, where academic is given importance and over there, ‘King George’(*not real name*), it’s more to Christianity. A lot of mixtures there, Portuguese, Christians and others. Their sole language there was English medium even though it is a Malay school now. So, it was all English. They spoke very well there, my bunch of friends”.

(S1.1 – 22-27)

Her supportive schooling environment is a contributing factor in shaping her belief to realize that her schooling exposure determines her actions and success in her teaching professions. In this excerpt she stressed that it was her father that played the role in ensuring her to be in a good school. A good school in her interpretation must be academically outstanding. The fact that the school that she went to was then a missionary school, added to the criteria of a good school as it is understood by many that the medium of instruction of missionary schools is always English Language. The mixture of Portuguese and Christianity that Anita mentioned suggests that when these are taken into the picture, the language used to converse among them is always English Language and the language of the Christians is also often the English Language. Therefore she painted a rich exposure to the English Language since her schooling years. She added that her friends around her in school followed the same path, that was; being entirely surrounded by the rich English Language environment. Anita maintained a good relationship with her teachers when she was in school and she also complimented her teachers for their fluency of the English Language.

“I was very close to my teachers. Most of my teachers speak very well. So, I’m a very teacher kind of a girl. So I got influenced by them”.

(S1.1 – 17-22)

This shows that she modeled her teachers in terms of the use of the English Language. She tried to be a good user of the English Language just like her teachers. That was how pronunciation was indirectly exposed to Anita. As far as she could recall, there was no lessons on pronunciation, the only way that she was exposed to good and correct English was through her interaction with friends who were fluent in the language and her English Language teachers whom she claimed were fluent users of the language.

Despite the rich exposure from the very supportive environment in learning English that Anita was exposed to, the picture that Anita has painted about her schooling experience contradicts with her experience as a teacher in the schools where she has taught. Her first posting to a rural school in the East of Malaysia, shattered her dreams of all the good things she experienced as a student and hopes of becoming a teacher. In one of the interviews, she expressed frustration over the lack of support and facilities in that school. She was perhaps not mentally prepared for the opposite challenge which was far different from what she experienced and imagined during her schooling years.

“First, I was posted to Bengkulu, Semarahan (not real place). A rural area, I tell you. Well, the moment I went there, everything, my intentions, my passion, my dreams were killed. Torn apart. Because whatever that I had and I learned here, nothing could be applied there. Except my I.T skills. Because they were not developed like us. So, people there were not so P.C literate, and they couldn’t use the ICT there. When I went there, I managed to use the ICT which actually made them all upset.”

(S1.1 – 197-202)

Her condescending view of the schools she has taught in contributed to her belief of how pronunciation should be approached. Pronunciation is given minimal attention and most of the times ignored as focus on a more critical area is given compared to pronunciation which is seen as an insignificant skill. Teaching English

Language is carried out mostly in Bahasa Melayu and that itself explains the negligence of pronunciation skills in her English Language lessons. The conflict between the environment in which she studied during her schooling years and the environment of the schools where she has taught made her shift her initial belief about the good side of teaching to a more humble belief about teaching the English Language. In other words, she experienced a change in both environments in terms of the challenges of teaching rather and the good experience she had during her schooling days in learning English Language.

In Anita's case, her schooling experience does not manage to influence her teaching in circumstances that are not similar to the experience in her schooling years. In fact, Anita had to develop and use other appropriate coping strategies in dealing with teaching English Language. She could not be a good model of the language as she used Bahasa Melayu to teach English in that school. Based on Borg's framework used in this study, schooling experience form the early cognitions about teaching and learning but the early cognition that developed was altered by the current circumstances of the teaching and learning environment especially when it contradicts. The contextual factors as one of the psychological constructs of teachers' belief has a powerful influence in reshaping teachers' earlier beliefs thus, results into actions that contradicts the earlier beliefs.

During her schooling years, her exposure to pronunciation lessons was minimal. When Anita was asked to recall if pronunciation was taught in school, she had difficulty in recalling any of the incidents that could be related to the teaching of pronunciation in the classroom. However, she mentioned that it was incorporated in the speaking and reading lessons and she had no technical exposure to the symbols of sounds in the English Language.

“We never really had any separate lessons. We were not taught any technical terms or separate lessons. It just came within speaking and reading”.

(S1.1 – 73-75)

This suggests that the approach to the teaching of pronunciation has always been in a way that it is integrated with the teaching of other language skills. Even though there was not much emphasis given on the teaching and learning of pronunciation, Anita suggests that if it were to be taught it should be taught in an integrated manner. Anita mentioned speaking and reading as the skills that were incorporated with the teaching of pronunciation. This is often the case as speaking is directly linked to pronunciation and it is the most prominent feature in a speaking skill. Reading on the other hand, is linked to pronunciation mostly through reading aloud.

This situation is reflected in her current approach to the teaching of pronunciation. She admitted that one of her reasons for the lack of emphasis given on pronunciation was the lack of emphasis on the teaching and learning of pronunciation since she was in her schooling years.

“One of the reasons, because since young, it was not emphasized at all. We were not exposed. Pronunciation is not tested anyway. Only oral and oral is a separate certificate”.

(S1.4 – 481-483)

Based on Anita’s comments on how pronunciation was treated during her schooling years, pronunciation was only seen as a shadow of the other language skills. Instead of directly admitting to the negligence of the pronunciation skill, she assumed that it was embedded in the other skills especially in the speaking and reading activities. Since this was the practice of her English Language teachers described by her, Anita has sort of used this scenario to justify her minimal attention towards pronunciation in her English Language lessons. The idea of the integration of the pronunciation skills in the

English Language lessons was more of an indirect dealing of pronunciation if by any chance it is practiced in the other language skills. This was rather different from the Strategic Pedagogic Model in pronunciation integration where Bruges and Spencer (2000) suggested an inclusion of a pronunciation activity which deals explicitly on certain aspect of pronunciation contained in the selected main text used for the lesson.

Another factor that contributed to her lack of attention given to the teaching of pronunciation is that pronunciation was not tested and treated as part of an important examination that contributes to the overall performance of an examination. The school-based oral test that is conducted in schools is graded in isolation from the English Language subject examination. The grade reflected in the oral examination has no influence on the grade for the English Language examination. In this case, it seems that the importance of a certain skill or language item is based on whether it is evaluated or otherwise.

Examination has become part and parcel of a school. It is the end result of a semester of a year of performance shown by the students as well as the effectiveness of the teachers' guidance and teaching. It is not just an indication of the students' achievements but it is also the evidence of the teachers' work where parents could evaluate the teachers' commitment in their children's education. Thus, it is only normal for the teachers to focus on the tested skills. Pronunciation, even though outlined in the rubrics of the oral tests, is usually generalized into the overall oral tests performance. This automatically eliminates pronunciation as being a skill that is evaluated.

This condition relates to the contextual factors in Borg concept of Language Teacher's Cognition. The examination policy has the ability to place the importance of a skill or component of a language. In the case of pronunciation, the importance of pronunciation was never set by examination. This has been the case for many years. Pronunciation was never tested. Anita emphasized this situation through the description

of her schooling experience where pronunciation was not taught and tested. The situation now does not much differ from the previous situation described by Anita.

During her teacher training course, the similar condition was not spared. A lack of emphasis on the theoretical and pedagogical aspects was evident. The inadequate teacher training that she had undergone during her KPLI (In Service Teacher Training) course could be one of the reasons for the lack of emphasis on the teaching of pronunciation in Anita's current teaching. She felt that she was better equipped with the knowledge of I.T rather than the pedagogical and subject matter related to English Language. She believes that the teachers who are trained at the teacher's training colleges are more prepared and armed with the relevant knowledge for teaching in schools.

When asked about pronunciation training during KPLI, she claimed that there was no such training in the Phonetics and Phonology area.

“Interviewer: Did you have any course on English Phonetics and Phonology? Was there such course?

Interviewee: No. Not at all. But one of my deans suggested a book”.

(S1.1 – 132-135)

There was also no course on the methodology of teaching pronunciation. The focus of the KPLI program was mainly on teaching grammar and other language skills although she indicated that perhaps there was just merely some information on pronunciation which she could hardly recall.

“Interviewee: Definitely nothing of such pronunciation course. In KPLI, they did not cover much on it. It was just grammar and reading.

Interviewer: Nothing at all about phonetics and phonology?

Interviewee: I think I might have received a worksheet or notes on pronunciation. That's about it.

Interviewer: Were you exposed to the phonetics' symbols?

Interviewee: I think it was there in that particular worksheet or notes. But then, there were no follow up activities. So we didn't regard it as so important because it wasn't an assignment".

(S1.2 – 291-303)

It was clear that emphasis on Phonetics and Phonology was not accepted as one of the important subjects among others to be included in the KPLI course. Since it was a short course, pronunciation course being perceived as the least important skill is left out from the course. Since young, during her school years Anita was never exposed to the teaching and learning of pronunciation. She has never perceived pronunciation as an important language item to be learnt. Having had only gone through a short teacher training course with no pronunciation courses to create awareness of the importance of pronunciation as well as equipping her with the knowledge of phonology and pedagogy of pronunciation, she had no choice but to leave pronunciation out of her English Language lessons.

In this light, pronunciation has never been important to Anita. This was supported by her experience in learning English Language in schools. Her professional training was also not very supportive in terms of promoting the importance of pronunciation as well as giving sufficient input on the theoretical and pedagogical aspects of pronunciation as it was only a short teacher training course for her to get a position as a teacher in a secondary school in Malaysia. In relation to Borg's theory, Anita's had very little preconception of pronunciation learning during her schooling years and this situation was supported by the lack of training in the teacher's professional training. Her preconception developed during her schooling years remained

unchanged. The belief that pronunciation is not important is brought to her classroom practice now.

Admittedly she commented that pronunciation is not perceived important as how the other language skills and items are treated as an integral part of the English Language lesson.

“Of course, the other four were given a lot of importance compared to teaching and learning pronunciation.”

(S1.2 – 21-22)

This is clear evidence that pronunciation is sidelined. Anita indicated that the teaching of the four main skills is compulsory in teaching English as well as the other language items main vocabulary and grammar. This was again emphasized when she commented that;

“Of course the other four skills were given a lot of importance compared to teaching and learning pronunciation. Even during my class time and also even in the school. It is only covered in the school textbooks. But whenever we have meetings or discussions in terms of curriculum, nobody gives emphasis; nobody emphasizes on pronunciation. We always look at grammar drills. We look at comprehension, summary; exactly whatever that covers for exams. And communication skills, just because of the oral. So usually nothing much on pronunciation. It’s all individual. It depends on the teachers. If we have extra time; if we have good students then we can just go on with it.”

(S1.2 – 15-22)

Pronunciation on the other hand is seen as just a small and insignificant component. She gave an indication that it is without question that core components mainly listening, speaking, reading and writing made up an English lesson, whereas pronunciation is just a skill that is taken for granted. If pronunciation is taught, it is usually taught in an integrated manner through the speaking or reading skills to prepare students for the oral examination. She also asserted that it is collectively agreed among

the teachers who are teaching English that the language skills and items to be focused on are the ones that are tested. Pronunciation is almost never mentioned in the discussion of the English Language meetings and discussions. Anita also feels that it is the individual's decision whether to include pronunciation in the English lessons and that pronunciation can only be dealt with by the proficient students. She is indicating that she is not alone in this. Neglecting pronunciation is also done by her other colleagues where they collectively have never discussed about pronunciation in their discussions or meetings. This is also part of the contextual factor in Borg's framework where the normal practice by others is followed. Being a young teacher, she follows the norms set by her senior teachers in the school.

Interestingly the absence of pronunciation only happens in the English Language lessons. However, it exists in the English Language syllabus of the Malaysian secondary schools. The syllabus clearly outlines the content that should be taught in integration with the other language skills. Anita is aware of this reality. She admitted that pronunciation is ignored; it is never mentioned and discussed although it is outlined in the syllabus. She claimed that she was not the only teacher who puts pronunciation aside but it is a common understanding among the English teachers that they just do not consider or include a pronunciation lesson in their English lessons.

“Even during my class time and also even in the school. It's only covered in the school textbooks. But whenever we have meetings or discussions in terms of curriculum, nobody gives emphasis; nobody emphasizes on pronunciation. We always look at grammar drills. We look at comprehension, summary; exactly whatever that covers for exams. And communication skills, just because of the oral. So, usually nothing much on pronunciation.”

(S1.2 – 16-21)

Contradictory to the collective decision made by her colleagues in sidelining pronunciation, Anita expressed her awareness over the importance of teaching pronunciation in relation to the overall achievement in communicative competence among the learners. She expressed the need to be communicatively competent as part of the criteria of being a proficient user of the language.

“Clear communication is very important. And we feel that in order to speak and to respond, they also need to say words correctly and things like that. But, again, it’s not only about pronouncing but also whether they can respond, whether they can read, they can generate ideas, so other components are also involved in there.”

(S1.2 – 62-65)

Based on this claim, she believes that in order to achieve clear communication, various skills mainly speaking, reading as well as understanding the ideas conveyed are involved. These are among the most important skills required as opposed to pronunciation which plays a small role in communication. Although she did not deny the fact that pronunciation is part of the skill which has some weight in achieving clear communication, it is just a small contribution that could just be ignored. This perception could be due to lack of exposure to the learning of pronunciation during her schooling years as well as the lack of awareness about pronunciation obtained during her training as a teacher. As a result of years of experience as a learner and teacher of the English Language, Anita shows a sign of loyalty towards the universally accepted norms of teaching that is to include the main skills and to leave pronunciation under the carpet as all the while the teaching of pronunciation is never brought into the picture.

Based on observations and the constant informal conversations about pronunciation, Anita has shown some awareness of the importance of pronunciation, however, her awareness of the importance of pronunciation was not supported by many factors which the researcher views as the challenges that she might face if she decides to

include pronunciation as part of her English lessons. She described her awareness in a metaphoric way;

“That’s when, for example, there is a tree; that’s when the branches and the leaves would grow, then it would be fruitful once the root is strong. So I think we are missing a lot of the root elements in a language. I’m aware of that but....”

(S1.2 – 77-80)

She has personified learning English like a ‘tree’. A ‘tree’ is not a ‘tree’ without the ‘branches’ and ‘leaves’. Similarly language, particularly the English Language, without the components that make up a language is not called a language. The foundation of a ‘tree’ as said by Anita is the ‘root’. The ‘root’ refers to pronunciation. To Anita pronunciation is one of the bases of learning the English Language and when the ‘root’ is strong, the language spoken will be ‘fruitful’. In her personified explanation, she meant that language learning will be meaningful and successful. Despite her realization of this, pronunciation is still not her central concern based on several challenges that will be mentioned later in this chapter.

This contradiction in her beliefs and practices in the teaching of pronunciation is again revealed through the claim she has made. Pronunciation is perceived by Anita as a basic skill which should be taught and emphasized during a young age. She believes that as the student progresses to a higher level in school, pronunciation loses its importance as other important skills takes over the place of pronunciation.

She mentioned that teaching grammar is one of her main concerns which she admitted is definitely more important than teaching pronunciation. She agreed that pronunciation is not very important in order to possess good communication skills. Pronunciation only plays a small part in achieving good communication skills. The components that receive her central focus are the skills and components that are tested.

According to Anita, one of the factors that results in a language skill being given the importance and being granted the attention is that the skill or item must be tested especially in the national examination. It is as if it gives a purpose to fully explore or teach the skill in the classroom. At the end of a school year, examination results are the yardsticks in determining and measuring the success of a particular student as well as the teacher and the effectiveness of the teaching. The school has to also prove its success through one of the important ways; the academic results. The parents and society demands improved and good results every year, therefore puts the pressure on the teachers. To achieve this, teachers are forced to prepare the students for obtaining good results in the examination. In the Malaysian secondary school syllabus, all the language skills and items are tested. Interestingly, pronunciation is supposed to be part of the oral assessment. However, Anita reveals that assessment on pronunciation which is carried out through oral examination is assessed in an integrated manner.

“It is very important because oral for SPM students, they are going to have a certificate and it plays a role in their lives and in their SPM as well. So, just because of that, it is very much important for us to carry out the oral examination. It can be in any form. That’s when we check on their speaking, on their communication as well as their pronunciation. Automatically integrated inside. But there are no specific areas of pronunciation even in our oral assessment form.”

(S1.2 – 31-35)

Anita also explained that there are various tasks that are available for the teachers to conduct in the school based oral examination. It varies from reading a passage to acting out a dialogue. It is done in such a way that it caters to various levels of proficiency of the learners. The assessment criteria include pronunciation, grammar, as well as fluency. According to Anita they are assessed in an integrated manner, where she awards marks based on the students’ overall proficiency.

It is clear that for Anita, earlier cognitions developed during her schooling years as well as professional training had not acknowledged the importance of pronunciation. Her statements about the beliefs of the place of pronunciation constantly contradict. Anita had no previous experience in learning pronunciation during her schooling years. In her tertiary education, she pursued a degree in a different field than the ESL field. Based on her education background, there was no exposure or no room for her to develop a belief about pronunciation instructions. It was only during her short teacher training program for one year that she was exposed to the teaching field. Her short exposure however, had not given justice to develop an understanding on the importance of teaching pronunciation. Thus, her belief about pronunciation is perhaps newly acquired belief. According to Pajares (1992) beliefs that are newly acquired are most vulnerable to change. That perhaps explains the surrounding factors that have taken over her belief on the role of pronunciation in improving a learner's communicative ability. The fact that Anita is currently pursuing her Master is TESL shows her efforts in showing her knowledge and understanding of the ESL field and informing her belief that pronunciation is somewhat important but her practices had to differ due to the many contextual factors.

4.1.3.2 Success in Communication

The pronunciation component is seen as a hidden component to Anita whereby it is not completely forgotten rather implicitly hidden in most of the activities that promote success in communication. Success in communication includes the ability to convey a message and be understood. To achieve that, all components of language skills that assist in the success of communication must be practiced. To Anita, most of her communicative activities in her ESL classes contain the relevant components including pronunciation.

Even in the assessment of the school based oral examination, pronunciation appears as part of the construct. This is perhaps the only area that pronunciation is given prominence. However, it largely depends on the way that the marks should be awarded. According to Anita, the oral assessment is done in stages and each time marks are given, the assessor would take into consideration all aspects that determined the success of the task. Based on the standardized marking criteria for the English oral assessment, pronunciation carried a small weight, thus implicates the lack of attention given to it during English lessons. Other marking criteria need to be given focus as well and as stated by Anita, the marks are awarded as a whole without really focusing on the individual marking criteria.

“Oh yes, we give importance to speaking. During oral, yes. Clear communication is very important. And we feel that in order to speak and to respond, they also need to say words correctly and things like that. But, again, it’s not only about pronouncing but also whether they can respond, whether they can read, they can generate ideas, so other components are also involved in there.”

(S1.2 – 61-65)

Another reason for the lack of focus on pronunciation probably came from Anita’s experience of learning English Language during her schooling years. According to Anita, pronunciation was not highlighted; in fact it was only dealt with through the speaking and reading activities. Anita herself has ranked pronunciation as the lowest among all the language skills and content, thus, reflecting her decision to the integrated approach as a way of hiding the pronunciation skill.

“Interviewee: There is but very little emphasis is given because it’s not ranked as high as the four main skills. It’s more like bringing them to the world. Getting them to broaden their general knowledge. Preparing them for exams. And only then, probably towards the end, pronunciation comes in.

Interviewer: Are you saying this based on your schooling experience where pronunciation was not really taught?

Interviewee: Yeah, we never had any separate lessons. We were not taught any technical terms or separate lessons. It just came within speaking and reading.”

(S1.3 – 62-75)

In Anita’s learning experience in school, pronunciation was incorporated in the skills that could demonstrate the practice of the articulation of sounds and the suprasegmental features indirectly. She believes that it is often integrated in the speaking and reading activities. To her it is an indirect way of how pronunciation should be incorporated. In other words, pronunciation is not highlighted in English Language lessons; rather it is incorporated in a silent and invincible way. When she was asked to explain about the term she used in her interview, “bringing them to the world” (S1.3 – 62-75), she explained that she believes the learners need to learn the real use of the language and by teaching English as a whole or in other words, incorporation with all the relevant skills, learners would be exposed to the authentic use of the language that they will use when they face the world. This shows Anita’s rationale for excluding pronunciation based on her lack of knowledge in pronunciation as well as the pedagogical aspects of it. This belief if not dealt especially during teacher training may have a lasting effects on her beliefs about pronunciation instructions.

Anita seems to hide pronunciation in her reason that communication serves as a goal of her ESL lessons. The explanation to this could be the insufficient exposure to the teaching of pronunciation throughout her learning experience. Anita could vaguely trace any experience she had on the learning of pronunciation. This clearly shows the generalizing of objectives of her ESL lessons. When asked about her exposure to pronunciation lessons when she was schooling, Anita only commented that it was only incorporated in speaking and reading activities. This reflects the practice that

pronunciation was a hidden component in the activities that promotes success in communication such as the speaking activities. Her exposure to pronunciation instruction in the aspects of pedagogy as well as the technical aspects on pronunciation during her professional education was not far different from her experience in her schooling years too.

“We just browse through the books, the dictionaries and things like that. So we don’t really know like we don’t really have a proper lesson plan. We don’t know how to come out with a proper lesson plan. If, I mean, in relation to pronunciation, It’ll be very tough for us. So, we just go along as we teach to make sure they pronounce it correctly. We make them listen and things like that. We don’t really teach them the technical, we don’t bring them so deep inside.”

(S1.3 – 90-95)

The explicit dealing of pronunciation component to Anita is seen as inappropriate to be taught to her learners. This may seem that Anita believes her learners are either incapable of understanding the depths of pronunciation or overburdened with the many components of the ESL lessons thus unable to cope with too many aspects of the language.

4.1.3.3 Beyond the Traditional Approach

Anita believes that pronunciation is best taught through the communicative activities that emphasize more on building and promoting the communicative aspects of the language. When asked about her idea of an ideal pronunciation class, Anita believes that pronunciation can be taught or practiced through some interesting activities that the learners like such as through singing, drama, and various interactive speaking activities.

Interviewee: Erm, interactive, could be something very interactive. Very interesting and lively. Very creative. Maybe some music and some reading, some singing. And some drama. Some role-playing where they speak. They use slangs. Maybe try to imitate movies. Try to replay the movies in a sketch

form. Things like that would be good la. Instead of if you're going to sit down and teach them... If they are young children, it's okay. Because they are new. They, you know, everything is new and things like that. And, they're going to actually introduce that before they actually learn to speak well. But if secondary school students, they're going to be bored very fast especially weak students. It's too technical. It's difficult for them to understand and if you go like that ah... Can really pull down semangat man (demotivating)...

(S1.3 – 212-228)

Her preference of the use of interactive activities to teach pronunciation is evident in the extract above. Based on a situation where she is in the pursuit of completing her Masters degree in TESL, this might be one of the factors that influenced her belief in preferring the interactive activities. The communicative approach being the most preferred approach in teaching English Language currently, adds to the justification of the preference for the approach. Perhaps for Anita if the approach is used, it seems the right decision to take. This is in line with Gilbert's (1994) guiding principles which guide the teachers to move away from the traditional approaches to the teaching of pronunciation. Among the principles are, firstly to use methods other than the traditional mechanical drills of rule teaching. Secondly is to put forward the musical or suprasegmental aspects of pronunciation rather than the sounds or segmental aspects. Finally to teach real speech patterns and provide opportunities for the learners to practice the aspects taught.

Despite her belief in the communicative approach, Anita commented on the place or the worth of the traditional approach. She believes that the traditional approach to the teaching of pronunciation which focuses on the technicality of pronunciation is more suitable for the young learners. In addition, it may appear too complex and too monotonous for the weak learners if the traditional approach where the technical aspect of pronunciation is taught or emphasised. The traditional approach deals on explicit areas of pronunciation and lacks the communicative aspects. However in Burgess and

Spencer's Strategic Pedagogic Model, the concept of broadly communicative is encouraged which complements both the traditional and current approaches.

As evidence that Anita has also used the traditional approach in the teaching of pronunciation, she mentioned her preference for using the reading aloud technique. Although reading aloud may seem as a monotonous technique, Anita added fun into the monotonous approach by transforming it into a game where a text is read aloud continuously and in turns by the students without breaking the flow. Perhaps accuracy in pronunciation was not a focus in this activity rather to practice reading or pronouncing English words with confidence.

“And most of the time in pronunciation, I like them to read aloud. Read together, read aloud, read after me. Oh! I love to do this! I'll just give them a passage from the textbook and I'll say that all of you all got to take turns to read it non-stop but it's not going to be in sequence. If one person breaks the chain; it's like a chain, anybody can just: one person will start here, one sentence. Another person at the end of the class will continue as the second person. Anybody who breaks the chain will have to start again. So we had double period, through all the period; getting one passage read continuously, getting them to be alert. So it was interesting actually. Because when you get breaks, they would be very frustrated to read it all over again.”

(S1.2 – 202-211)

Anita however, admitted that it was not easy for her to prepare a pronunciation lesson that is interactive as she described. Giving the reason that the school lacks facilities and not being equipped with the relevant materials, stops her from teaching pronunciation using the method that she knows is current and the preferred method as outlined in the syllabus. She finds preparing an interactive pronunciation lesson as a difficult challenge for her.

“We don't have enough resources. The CD that the government has given us is a textbook CD and most of the times we get the textbooks without the CDs. And there is no, you see, for literature, for grammar and all, we have the CD-ROM, the CD la, the government has prepared. But for, particularly pronunciation, the little elements that are

covered in the textbook, only that is given in the CD. And again, it's not available to all teachers. And the facilities. We've only got two labs and most of the times the labs would be under repair or occupied by other teachers."

(S1.2 – 131-137)

As far as Anita could recall on her learning experience in school, the activities that have incorporated pronunciation components were reading aloud, public speaking, debates, drama and choral speaking. All these activities involve both the reading and speaking skills and assumed the role of pronunciation as indirectly incorporated through these activities. The pronunciation components were not explicitly taught and not even mentioned as a focused skill. The end product would be an integrated skill being practiced.

Interviewer: Did you learn pronunciation in primary or secondary school?

Interviewee: I don't really remember. I don't think so. No, not at all. Not at all. Not the technical part or anything. Just to say the words, to read, that's about it.

Interviewer: Probably reading aloud?

Interviewee: Ah, reading aloud, yes. A lot of reading aloud and activities like public speaking, debates, and drama. I like to act. I like to be involved in these kinds of things; acting and sketches. But that's about it.

Interviewer: Probably it was practiced through these kind of activities,; drama.

Interviewee: Yes.

Interviewer: Did you have choral speaking?

Interviewee: Yes, choral speaking, that's about it.

(S1.2 – 242-260)

Due to Anita's belief that pronunciation plays a small role in language learning especially for higher level learners in the Malaysian secondary schools, pronunciation if not sidelined, it is taught in integration in other language skills and content. The main reasons for the integration were due to the limitation of time allocated for the teaching of pronunciation, the lack of content knowledge on pronunciation as well as lack of earlier exposure into pronunciation teaching during her schooling years and the absence

of pedagogical training in the teaching of pronunciation during her professional training. As a result of these situations, pronunciation is avoided especially in explicit dealing of the content area of pronunciation. Integrated teaching of pronunciation seems a safe approach to be used as she does not have to deal with the content of pronunciation.

4.1.4 Anita's Classroom Practices

In Anita's lessons, there were evidences of pronunciation teaching. She had tried to include activities on pronunciation in two of her lessons. The other English lessons however had no evidence of pronunciation activities. The inclusion of pronunciation activities were to demonstrate her ability as an ESL teacher to teach all the skills that are supposed to be taught by any ESL teacher. However, in her subsequent observed lessons, both direct and indirect teaching of pronunciation was not evident and this was confirmed by Anita herself and also from the interview with her students.

From the video recorded observations of Anita's ESL lessons, it was found that Anita showed her creativity by incorporating pronunciation through various games. However, there was no evidence of any explicit dealing with any of the pronunciation elements in her lessons. Her approach of incorporating pronunciation was that it was only included in one of the stages of her lessons and not dealt with explicitly in any stage of the lesson as outlined in Brugges and Spencer's Model (2000).

Anita's role in the teaching of pronunciation showed that she had taken the role of both as an authoritative figure who had determined and decided on the organization and flow of each activity. At times, she had also taken the role as a facilitator where she only guided her students through the activities and let her learners take control of their learning.

Since pronunciation instructions were rarely evident in her ESL lessons, Anita had expressed the factors that had mostly hindered her from including pronunciation in

her lessons. This was also seen as factors that could hinder her if pronunciation were to be included in the ESL lessons.

Based on the second research question that seeks to investigate Anita's classroom practices of pronunciation instructions, the following question guided the discussion.

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?

The findings then are given themes presented in the following sections. The themes that discussed Anita's pronunciation teaching practices are 'Incorporated in Creative Activities', 'Teacher as the Authority and Facilitator' and 'The Cry of Overwork'.

4.1.4.1 Incorporated in Creative Activities

During the observations of her lessons, it was found that Anita has tried to incorporate pronunciation in two of her lessons observed to perhaps demonstrate her understanding of the content of pronunciation as well as the methods used to teach pronunciation. In the first lesson observed, Anita has used tongue twisters as her material to teach pronunciation. She mentioned that she sourced most of her materials from the internet as she always uses the internet and as mentioned earlier that I.T was her major in her first degree. She has tried to incorporate the tongue twisters as a lead in to her focus of the lesson for that particular week which was summary writing. Her plan for the lesson was to summarise the tongue twisters which had a lot of repetitions of words and ideas. Based on the lessons observed, her lead in activity using the tongue twisters was interesting based on the positive feedback and response from the students during the activity. The activity was carried out based on the following excerpt;

“Read it aloud and then summarise the tongue twisters in less than 20 words. You don’t summarise it now. Let’s look at it first. You may opt to eliminate unimportant points or rephrase it if it’s necessary. What I’m trying to say is that, summary remember; you got to minus out the examples, you got to minus out the unnecessary points which are not relevant. Which are irrelevant. So, for the second tongue twister, you may need to throw some of the phrases which are not necessary. But, before that, let’s try reading it and see.”

(S.L1.1 – 54-59)

In the lesson, it was clear that her idea of integration of the pronunciation skill was a reflection of her belief of how pronunciation should be taught. Her focus on content however, was more on the segmental features; discrimination of sounds. This was reflected in the interview where she mentioned her focus on pronunciation content is on teaching the production of sounds. Anita asserted that she would choose several vocabulary that are suitable for the students’ level to teach vocabulary and the pronunciation of the words is usually taught indirectly.

“Interviewer: How do you decide what to teach? How do you select the content for pronunciation?

Interviewee: No specific base but as long as it’s easy. Not too easy as well. There should be some new words in that; difficult words in there, for me.

Interviewer: When you say that you teach based on words that you choose from the textbooks or text that you select from the internet, it means you teach them sounds? As how to pronounce the words?

Interviewee: Ah, yes. How to pronounce the words. That’s about it. And also the meaning and other parts of it. How to make sentences. Like some carries more than one meaning. Then, how to pronounce it correctly, that’s it.”

(S1.4 – 63-75)

Besides the focus on the segmental features Anita claimed that she also incorporated the suprasegmental features; mainly intonation as she mentioned. Intonation is not taught directly by her, it is usually indirectly taught through various speaking activities that require the students to converse with expressions to convey the intended meaning of the dialogue for example.

“Yes, I do stress the intonations. At times the punctuations and things like that right. It brings a lot of different voices, different tones and things like that. Yes, I do. Especially for dialogues, interviews.”

(S1.4 – 131-133)

Anita claimed her focus on the suprasegmental features was reflected in the lesson observed where she had indirectly mentioned the focus on intonation in her lesson where she had asked the students to focus on the punctuations while reading the sentences that she had photocopied on the blackboard in her ‘dictation race’ activity. In this lesson, Anita has indirectly incorporated the focus of intonation through punctuation.

“I don’t know how all of you are going to convey the punctuation, full stops, commas and others. I don’t you how you are going to do it but you have to do it in English. Your friend has to copy exactly.”

(S.L1.2 – 135-137)

Based on these observations Anita translated her beliefs of pronunciation practices through the use of creative activities based on modifications to be incorporated with the other language skills. The inclusion of pronunciation activities may not be too explicit in terms of highlighting the specific pronunciation content rather an indirect exercise of pronunciation.

In the interview sessions, Anita admitted that she has never taught pronunciation directly in her English lessons. In fact pronunciation is almost absent from her lessons. This was confirmed during the interviews with her students that Anita has never taught them pronunciation in the English lessons. However, according to her students pronunciation was only highlighted as and when the students made mistakes in pronunciation.

“Interviewer: How often does your teacher teach pronunciation in class?

Interviewee: Huh?

Interviewer: Does she always teach grammar, reading, and writing only? Does she teach pronunciation?

Interviewee: Pronunciation, no. When she asks us to discuss and present, if we make mistakes in pronunciation, she will point it out.”

(St1(s1) – 28-36)

Anita, being a young teacher and a person with a vibrant personality had shown that she had a lot creative teaching ideas which she claimed derive from her own ideas as well as ideas from the internet which were later redesigned by her perhaps to suit the ability of her learners. The creativity and interest may have resulted from her pursuing her master degree in TESL where she may experience an ongoing exposure to teaching and learning approaches and ideas of teaching during her studies. In the first two lessons which were observed it was evident that she had tried to incorporate pronunciation in her ESL lessons. When asked about how she had obtained the idea of the pronunciation activities used in her ESL lessons, she replied as the following;

“Interviewee: I just generate it like that.

Interviewer: It’s from your own ideas?

Interviewee: Yes, modification of this and that. Yes, exactly. Take whatever I have, and I’ll think about how to go inside. That’s just about it.

Interviewer: How about internet?

Interviewee: Yes, internet. Like the tongue twisters I used.”

(S1.2 – 160-171)

Anita had adapted the pronunciation activities that she had taken from the internet based on her understanding of an activity that would suit the level of her learners where the learners could learn some aspects of pronunciation, specifically on sound discriminations and are able to do the activity. Anita had tried to prove that her lack of knowledge on the pronunciation component as well as pedagogical knowledge were not the reasons that hinder her from integrating pronunciation in her lessons.

However, based on the model of integration of pronunciation skills by Burgess and Spencer (2000) Anita did not focus on the pronunciation element that she initially intended to teach in the lesson. The integration was loosely done where it had no connection to the other stages of the lesson. Thus Anita was not able to achieve the objective of trying to expose the learners to success in communication as how she had reflected in her beliefs of pronunciation instructions. The following table shows a lesson conducted by Anita in comparison with the integrated model suggested by Burgess and Spencer (2000).

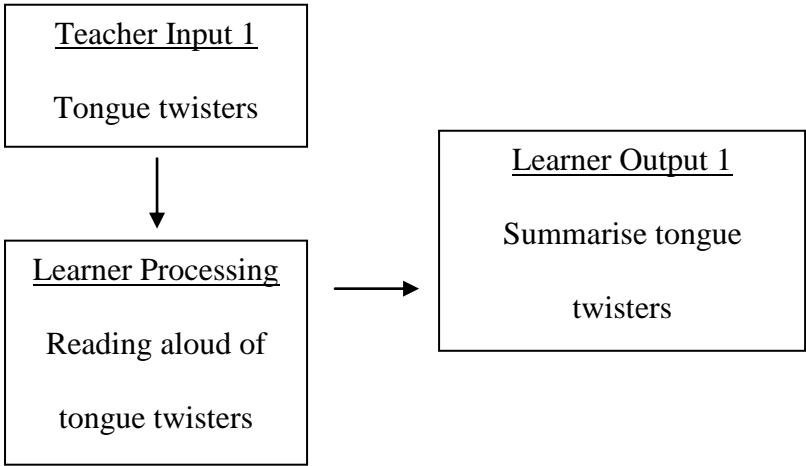


Figure 4.1 Anita’s Lesson 1 – Summary Writing Using Tongue Twisters

The text used in the teacher input served to introduce and emphasise several sounds in the English Language pronunciation. Since the tongue twisters used by Anita were ‘Betty Botter’ and ‘Wish to wish’, the sounds focused were the vowel sounds in ‘Betty Botter’ and the consonant sounds such as /w/ and /s/. Based on the analysis in figure 3, Anita’s understanding of integration is the combination of several skills taught in one lesson. Since Anita’s focus of the week was on summary writing, she had focused on writing summaries as her main component rather than giving emphasis on the pronunciation component.

As stated by Celce-Murcia et al (1996), in teaching pronunciation through the communicative approach, some traditional techniques and materials are still currently used. This includes the use of the reading aloud technique used by Anita in her tongue twister activity. The disadvantage of using the reading aloud technique as mentioned by Celce-Murcia et al (1996) is that there is some doubt if it could promote better pronunciation in real life conversations. Thus, now the use of traditional techniques to teach pronunciation are largely rejected as the emphasis of teaching pronunciation is directed more to the teaching of the suprasegmental features mainly the rhythm, stress and intonation as opposed to the segmental features such as the discrimination of sounds (Celce-Murcia et al, 1996).

Nevertheless in the Learner Output 1 stage, Anita had attempted to integrate pronunciation with other language skills in her first lesson observed. As mentioned by Anita in the interview, she would not teach pronunciation in isolation due to time constraint and this is proven in her first lesson observed although her implementation of integration was not in line with the model suggested by Burgess and Spencer (2000). Based on the observations, the pronunciation component was not taught explicitly or in isolation but incorporated in a summary writing skill. Although the tongue twister activity was seen more like a lead in activity to get the students' attention on summary writing, it was adapted into a summary exercise where the students had to summarize the tongue twisters. The focus of the lesson was however, on summary writing and pronunciation was carried out as part of an activity intended to get the learners to warm up to the summary lesson. Anita's use of game concept in her reading aloud technique reflects her belief where pronunciation is taught beyond the traditional approach. She believes, through interactive activities such as language game is a way to move away from the traditional approach of pronunciation instructions. However, her knowledge and understanding of traditional and non-traditional approach seem to contradict the

concept of communicative approach described in the literature. The following extract from Anita's lesson observation shows the transition from a focus on pronunciation component into a summary writing activity.

“Teacher: Let's look at the first one. Enough of our 'witch' and our 'Mary' and our 'Betty'. Now let's come to the summary point of view. What I expect you to do is, of course you've read aloud, now I want you to understand what the tongue twister is all about. Simple words, simple vocabulary, any words that you don't understand? O.K, you understand Betty and the butter right? Now, what I did was, I summarized that particular tongue-twister into less than 20 words. What I want you to do is to summarise the tongue twisters.”

(S.L1.1 – 390-396)

In the second lesson observed, the pronunciation activity was done in isolation. Again, the pronunciation activity was made as a lead in activity. In this lesson, Anita has made this activity into a game where the students were organized into groups for a competition. In this activity called the 'dictation race' the students had to memorise and read a paragraph which was written in small prints pasted on the blackboard to their group members. The group members then had to write the sentences read by their 'reader' friend. This activity did not prove to be of any relation to the summary activities that followed after the pronunciation activity. The following table shows another lesson conducted by Anita in comparison with the integrated model suggested by Burgess and Spencer (2000).

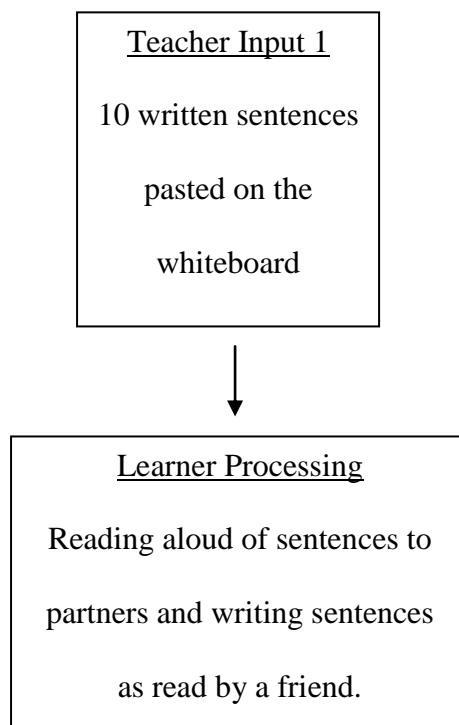


Figure 4.2 Anita's Lesson 2 – 'Dictation Race'

As shown in Figure 3, the pronunciation component was taught as a single component without the integration with the other language skills. As mentioned by Anita, this happened perhaps due to the limitation of time as a factor that hinders her from focusing on the pronunciation component. In this lesson, Anita has used the game approach once again. Pronunciation was perceived as not important in the examination to be given detailed or a serious approach, thus, perhaps the approach where pronunciation is practiced through games was used to create an element of fun and to avoid any technical activities. The focus on pronunciation in this lesson was also on the segmental features that stressed on appropriate pronunciation so as to be understood by the listener in the game.

In the third lesson observed, Anita had used the Bingo activity which made use of short phrases in place of the long phrases read by Anita. This activity was also related to the summary lesson planned for the period of teaching during the observations. The

incorporated pronunciation element was probably evident in the listening of the teacher's pronunciation and incorporated with the vocabulary skills where learners have to substitute the long phrases with shorter phrases by selecting the appropriate phrases arranged in a bingo format. This was related to the summary writing lesson where it taught the learners one of the summary writing strategies through the use of shorter phrases in replacing a sentence.

4.1.4.2 Teacher as the authority and facilitator

Anita played multiple roles in her teaching. There were instances where she reflected the role of a teacher in the traditional teaching method. Much evidence in the findings suggested that she became a frequent error corrector, language modeler and in a few instances as a drill leader, although not too frequently. At times in her lessons, she played a less involved role of a needs analyst and task designer which reflected the role of a teacher in the CLT (Communicative Language Teaching) approach. Her role showed more of an authority figure perhaps due to the proficiency of her learners. Although she claimed that her learners were placed in the best class based on their previous examination performance, the learners' proficiency were between low to intermediate level. This might be an explanation of her decision to hold roles which reflected her authority in the classroom. She was present in most of the activities conducted where firstly she was the designer of the task, secondly decided on the instructions and rules and finally controlled the learners and activities throughout the lesson.

Teacher: O.k. never mind, it's fine. Three of you all. So, there're going to be two roles. One will be a copier, one will be a runner.

Students: What?

Teacher: One will be a reader cum runner, another one would be a copier. Choose. As in for the three of you all, two will write, one will read and run. Choose.

(Silent discussion between teacher and three students)

Teacher: Over here? Copy? So, you're going to run and read? O.k. no more switching roles. Now I tell you what you all supposed to do. This is what you call dictation race o.k. Which involves punctuation, which involves reading, which involves listening, which involves pronouncing, which involves writing skills as well, o.k, right.

Student: (Inaudible).

Teacher: Very true, thank you. Very, very important point here is your memory skill. And your physical as well. O.k, I will give you this time frame. Within this time frame, the runner will have to come out, no pen, no pencils, no paper. O.k. empty handed. You'll have to run out. You see which is closer to you. You run out, read it. Don't read it too loud cause you might disturb others. O.k. you have to read and memorise, come back. You got to read it out to your friend, your friend would have to listen and write it down. Exactly the same and no using Bahasa Malaysia. Not at all. If I can hear you using B.M. you are going to be fined 10 cents."

(S.L1.2 – 94 – 133)

This was also seen done through frequent error correction and error analysis through discussion which was mostly controlled by Anita. Her aim of teaching was more on accuracy although there was evidence of focus on fluency.

"O.k. I detected some fault in between. Never mind. Alright. Can we have only the girls reading it? Are you all ready girls?"

(S.L1.1 – 102-103)

The error correction although was frequently highlighted in most of her lessons, were based on general comments and discussion and analysis of the error. There were identification and discussion of errors as well as strategies in completing the activity which were mostly analysed and commented on by Anita.

"And the sentences are long. The punctuation was tough right? You have to tell somebody mention; full stop, full stop, comma, comma, right? And the spellings. I heard you all spelling it out and pronouncing it again and again to your friends, right? Your friends couldn't write it down.

(S.L1.2 – 259-261)

Besides indirect correction of errors there were also instances where errors were dealt with explicitly through a spelling drill which was done orally. Perhaps pronunciation teaching is often associated with spelling. In addition it is perhaps assumed as the most familiar and easiest method in teaching pronunciation. Spelling is seen as an activity that can fit in any language skills and contents, thus making it the common method used by Anita to indicate her integration of pronunciation in her lessons.

“Teacher: How do you spell ‘picture’?”

Students: P.I.C.T.U.R.E.

Teacher: How do you spell ‘regularly’?”

Students: R.E.G.U.L.A.R.L.Y.

Teacher: How do you spell ‘earth’?”

Students: E.A.R.T.H.

Teacher: How do you spell ‘finger’?”

Students: F.I.N.G.E.R.

Teacher: ‘Bully’?”

Students: B.U.L.L.Y.

Teacher: ‘Hat’?”

Students: H.A.T.

Teacher: ‘Bright’?”

Students: B.R.I.G.H.T.

Teacher: ‘Solve’?”

Students: S.O.L.V.E.

Teacher: ‘Difficult’?”

Students: D.I.F.F.I.C.U.L.T.

Teacher: ‘Money’?”

Students: M.O.N.E.Y.

Teacher: ‘Inherited’?”

Students: I.N.H.E.R.I.T.E.D.

Teacher: ‘Passed away’?”

Students: P.A.S.S.E.D A.W.A.Y.

(S.L1.2 - 287-310)

The mechanical spelling drill dealt with simple words perhaps suitable for the level of proficiency of Anita’s learners. The effectiveness of this activity can be argued where spelling was done in chorus thus, making it difficult to hear and spot mistakes

made by certain learners. Vice versa, learners who made the mistake may not hear the correct spelling especially if the pronunciation was not synchronized unless a written spelling test was carried out.

The roles reflected in Anita's lessons in the teaching of pronunciation were a mixture of authoritative and facilitative roles. The decision of the role played by Anita was perhaps governed by the nature of pronunciation instruction which is easily taught and evident through explicit teaching. This is a method that exposed learners to aspects of pronunciation and an easy way to create a realization among the learners of the importance of pronunciation in learning the target language.

4.1.4.3 The Cry of Overwork

Since pronunciation is not the skill that is given priority by Anita, naturally there were a lot of factors which she had mentioned that hinder her from teaching pronunciation. These factors were seen by Anita as factors that stop her from going beyond her norms of teaching the tested skills. Although at times she feels that pronunciation plays some part in learning a language successfully, she faced several challenges or Key Challenges to teach pronunciation. Firstly, pronunciation is seen as a burden not only for Anita, but for her students. In Anita's case, her students are mostly less proficient. This is evident during the researcher's observations on her lesson where she conducted her lessons both in Bahasa Malaysia and English. This was later confirmed by Anita. According to her, the class that the researcher observed was the best class among the Form 4 classes. However the students are less proficient in English Language. Anita feels that the students are struggling to improve their English and adding another component will burden the students as they would not be able to cope with learning a new component which may be difficult for them.

“Interviewer: So are you saying that pronunciation should be taught in the classroom from the very beginning?

Interviewee: Yes.

Interviewer: Rather just emphasise for the oral examination?

Interviewee: Exactly. But the thing is that, we can’t blame the teachers in the classes also because the level of the students. They can’t cope with the entire syllabus. And if you want to add in more, it’s going to be totally disastrous.”

(S1.2 – 82-92)

According to Anita, the English teachers including herself, felt that the existing components of the English Language subject are already very extensive. She finds that there are a lot of skills and areas of the language that need to be taught. Her goal of teaching English is to enable her learners to communicate using the language. This is, on its own, a very challenging task. Adding another component adds the burden of teaching.

“Interviewer: So, by adding another component, a pronunciation component, is adding to your work load?

Interviewee: To the syllabus, yes. It’s already excess so much and if they want to split it and add another component, it’s going to be difficult for the teachers and the students. So, it won’t be like teaching them what they’re supposed to know. It’s just merely rushing to finish up the syllabus.”

(S1.2 – 94-100)

Perhaps the burdening factor of teaching pronunciation could be related to her claim that pronunciation is a difficult skill to teach. The difficulty in teaching depends largely on the training she received on pronunciation both in the theoretical and pedagogical aspects. The non-facilitation of teacher training led to the difficulty in teaching pronunciation. Anita admitted the lack of emphasis given on pronunciation during her teacher training due to the nature of the teacher training course which was a short preparation course to serve as bridging into the school environment.

“I don’t have a professional training because KPLI is a crash course; one year course. If you compare to teachers who went to Maktab; four years, five years, they are somewhere. They have the actual knowledge. I have the actual knowledge for I.T because I did it for four years.”

(S1.1 – 79-82)

Anita is aware of the lack of exposure and the advantages of a complete teacher training course. This could be interpreted that the one year teacher training course offered by training institutes in Malaysia also sidelined the teaching and learning of pronunciation. Teachers were trained to focus on important skills in examination. Even if communication was the purpose of teaching the English Language, the teaching and learning of pronunciation is embedded inside the language skills and not highlighted or dealt with explicitly.

Time is another challenge faced by Anita if pronunciation is included in her lessons. She felt that more time is needed if pronunciation is to be taught. The time allocated for teaching English had to be delegated for teaching the important or tested skills and administration work. This may appear to be a common reason for her excuse as not to include the teaching of pronunciation to hide the lack of knowledge both in the theoretical understanding as well as the skills in designing a pronunciation lesson that is integrated in other language skills and content.

“If you were to concentrate on that particular part; pronunciation, we need more time.”

(S1.4 – 408-409)

The second Key Challenges mentioned by Anita is the limitation of resources. To teach pronunciation, teachers need to have ample support from the resources. However, according to Anita, some of the resources that are provided by the ministry

are not accessible to all the English teachers. Therefore they find the limitation of resources a problem in facilitating them to teach pronunciation.

“We don’t have enough resources. The CD that the government has given us is a textbook CD and most of the times we get the textbooks without the CDs. And there is no,... you see for literature, for grammar and all, we have the CD-ROM that the government prepared. But for particularly the textbook, only that is given in the CD. And again, it’s not available to all teachers. And the facilities. We’ve only got two labs and most of the time the labs would be under repair or occupied by other teachers.”

(S1.2 – 131-137)

Since Anita is an information technology savvy person, she relies on information on activities of pronunciation from the internet, however, she claimed in facing difficulties in finding activities in pronunciation in the internet. According to her most of the pronunciation teaching ideas had no integration in the other language skills and content. Perhaps Anita was looking into a complete lesson to be used in the classroom instead of looking for the pronunciation activities and then, using her knowledge and creativity to incorporate the pronunciation activity into her English Language lesson. Based on this, lacking of resources as well as her limited knowledge on the teaching and integration of pronunciation further frustrates her intentions of including pronunciation in her lessons. Thus, leads to the abandonment of the skill. In addition, to Anita’s understanding, using poems is also a resource to the teaching of pronunciation. Perhaps the fact that poems are usually read aloud lead her to believe that poems are useful resources for teaching pronunciation.

“Of course, a lot of sites for the poems and then, you have a lot of sites for pronunciation, I tried. I browsed through but it’s quite difficult. Difficult to find resources. And when they talk about pronunciation, the lesson plan is solely on pronunciation”.

(S1.2 – 221-223)

The suitability of the materials was among Anita's concern with regards to the resources that were made available to most of the Language teachers. CD-ROMS were accompanied with the textbooks with pronunciation component included. However, Anita felt that the activities suggested were unsuitable where it was more suited to be used by the lower secondary students. Demonstration of sounds and mechanical drills at word level might appear uninteresting to the upper secondary level students. Anita perhaps felt that pronunciation itself is a basic skill and taught to the lower secondary students but if it were to be taught to the students of a higher level, a more mature and challenging approach would be more suitable.

“Even the textbook they've given me, the CD. I went through, they've got the pronunciation part. It's very childish. Pronouncing it again and again and again, just words. At one point, they are going to find it very, very, very boring. Even when I looked at it, it was quite boring too; for their level. Form five levels. Unless you want to use it for form one, form two; fair.”

(S1.4 – 249-253)

These Key Challenges play a big role Anita's decision in the inclusion of the pronunciation component to her teaching. She believes that pronunciation if taught, it is subconsciously added in the English lessons. The lack of knowledge in theory and pedagogy are sources of the burden and translated as an unwanted additional skill which warrants additional teaching time

4.1.5 Laily

Laily is a very low profile teacher. She often spends time doing her work alone at her very confined work area situated near the window facing a small serene garden as opposed to the other side of the windows where students stand to peep if the teachers they are looking for are in the staffroom and near where all the teachers' cars are

parked. She is the second teacher that the researcher had contacted for this study through a recommendation from an old friend. She willingly invited the researcher to meet her at her school to discuss about the intention of this research. The meeting with her was really brief as she understood the purpose of this research and the requirements of the research. She immediately suggested the schedule for her English Language classes that could be observed and the discussion went on without much problem especially on the schedules to conduct the interviews. One of the reasons for the smooth negotiation was because she was the data entry teacher and had only one class to teach for the whole year. Thus, this explains the amount of free time that she could spare for the researcher without feeling guilty trying to get subjects to squeeze in their time to accommodate the researcher.

At the first impression, Laily seemed a quite reserved person. It was difficult to predict her personality especially during the first meeting and the ‘not much questioned’ negotiation. There was not much persuasion involved. However, there was one thing that attracted the researcher to get to know her better and at the same time have a feeling that the researcher could get some good information from Laily. It was her prominent foreign - British accent. Laily allowed the researcher to observe three of her lessons initially, however, the researcher only managed to observe only two double-period lessons as the students had to attend a talk by a guest speaker. Laily was not aware of the compulsory attendance of the students to the talk, so the second observation had to be cancelled. The cancellation on the observation was then replaced with a follow up interview of her first observed lesson. The interviews were conducted three times and they were carried out after each observation and at the end of the last observation. Laily was more comfortable in having the interview conducted at the staffroom as it was the only room equipped with air-conditioners, thus she found it more comfortable than other places. Although occasionally the interview sessions were disturbed by a few

teachers who consulted her for some matters, Laily and the researcher still managed to focus on the interviews.

Laily spent most of her life in the U.K, this explains the thick accent that she has. She was born in the 1960's and was part of the old education system where she was the last batch who sat for the MCE examination. Having scored her MCE with flying colours she left her twin sister to continue her A-Levels in the U.K.

4.1.6. Laily's Beliefs

Among the participants involved in this study, Laily stands out as the teacher with the most teaching experience. Her experience in studying and working abroad has shaped her beliefs about pronunciation instructions towards the goal of achieving a native-like pronunciation. However, she had limited the goal to her own personal goal. She is aware that it is quite impossible for her learners to achieve the native-like accent with the limited exposure that her students are experiencing. Thus, she believes that her role in the pronunciation instructions is through being a native-like speaker of the language. She believes with her years of exposure and experience in the country which uses English as the native language has made her a good model for her learners.

The Malaysian examination policy has made Laily an exam oriented teacher where her focus in teaching the English Language subject is to prepare the learners for their examination. As a result of that she has also placed an importance in the grammar component. She believes grammar is inseparable from English Language teaching. It is a component that must be taught in order to be able to be a good user of the language.

Laily believes that pronunciation is best taught and learnt through exposure to the use of the language. This is related to the way she has acquired and learnt her English Language. The supportive environment supports the effective learning of

pronunciation. Laily still holds the belief that pronunciation cannot be taught in a formal way.

Based on the first research questions that seek to investigate Laily's beliefs about the teaching of pronunciation, the following question guided the discussion.

- (a) What are the teachers' beliefs about their role in teaching pronunciation?
- (b) What are their beliefs about focus areas in learning and teaching pronunciation?
- (c) What are their beliefs of effective approaches to the teaching of pronunciation?

The findings then are given themes presented in the following sections arranged according to the order of the questions. The themes that discussed Laily's beliefs about pronunciation teaching are 'Superiority of the Native Model', 'Obsession on Forms and Examination' and 'Learning through Exposure'.

4.1.6.1 Superiority of the Native Model

Having spent most of her life in the U.K. beginning from her A-Levels to her Masters degree, as well as working there at several institutions in the teaching and non-teaching field, she has high regards for the native speakers' accent. This is in addition to the fact that she has always liked to observe the speech of a good English Language speaker. Anita believed that having a near native accent, provided with the correct usage of grammar and syntactic structure are important criteria of being an English Language teacher.

"So, every time I watch the news on TV when I was in England, I would observe the pronunciation. O.K, this is how they stressed the words, the intonation. And then I will try my best to speak like them. Even it's not that close but I try."

(S2.1 – 163-166)

According to her, being able to speak with a near native accent was crucial for English Language teachers so as to portray themselves; the teachers, as a good model of the language for the students. This was especially important in the learning of pronunciation as she believed that one way that indirect learning of pronunciation may take place was through modelling after the teachers' pronunciation.

“Interviewer: So can I say that you think that having a foreign accent is an advantage? Is better?

Interviewee: Yes! I would say, first, it would boost my self-esteem, right. Boost my confidence. Next, you'll be respected. Then, you know communication becomes better. So, when I was doing my A-Levels right. In fact, there five of us, so I tried when I was speaking to my lecturer, I was trying to be like him, so that I can be understood.”

(S2.1 – 136-145)

Laily's belief that ESL teachers should be a model of a native speaker's speech however, would be too unrealistic for the other non-native ESL teachers to achieve. This belief is seen more as Laily's personal desire to achieve a native-like accent. As Setter and Jenkins (2005) have commented, pronunciation does not only play a major role in the ESL classroom, but also in our personal and social lives. Laily's upbringing where English Language was used among her parents and siblings as well as her prolonged stay in the native speaking country during her teenage and adult years have motivated Laily to adopt the native-like accent.

Her preference of the British accent has made her believe that it was the appropriate accent to be used, therefore as an English Language teacher herself she believed that this would provide a better image of the teacher. Besides, having a near native accent would boost the teachers' self-esteem and thus be more confident in teaching the language.

“I wish more teachers are like me. And you know, they want to speak like me, like native speakers. They would want to know more about the language. If they’re English teachers. Especially the English teachers, right. They should be speaking close to native speakers, like the native speakers. So that they will be more respected. They can make the difference because the students are listening to us all the time, I’ve been to so many schools and it’s really hard to find an English teacher who speaks like the native speakers.”

(S2.2 – 363-370)

Laily’s concern over the ESL teacher’s reputation was related to the teachers’ pronunciation as it determines the level that ESL teacher’s must achieve in order to reach a certain level of standard. Laily believes she possesses the accent that is close to the native accent and has placed herself as a model that ESL teachers could live up to and for the students to use as a model of near native accent. Nevertheless, Laily’s goal for pronunciation and her advantages of the exposure to the native English Language may not be similar as other ESL teachers’ goals and privileges. Current research (Munro and Derwing, 1995, Jenkins, 2000, and Major et al. 2002) have advocated the intelligibility of pronunciation as the goal for non-native speakers of English Language. In the Malaysian setting, communication takes place among Malaysians of different races. Thus, the intelligibility between non-native speakers is of concern rather than between the non-native and the native speakers.

In the teaching and learning of pronunciation, she indirectly showed through her lessons observed that the students were fascinated by the way she spoke., It was evident that the students paid attention when she spoke and used her as their reference for the correct pronunciation, as seen when she demonstrated and corrected her students’ pronunciation for the difficult words in the first lesson on vocabulary.

“Student: ‘Apocalypt’ ‘Apocalypt’ ‘Hostile’.

Teacher: ‘Hostile’ (wrong pronunciation - /hostail/)? ‘Hostile’ (showed correct pronunciation - /hostil/)

Students (the whole class): /hostil/ (pronounced the word correctly)

(S2.1 – 148-150)

Interestingly, although Laily had intended to focus on pronunciation, her students had perceived it as a vocabulary lesson. In the lesson observed, Laily had used the repetition technique where she had asked her students to repeat after her in pronouncing the list of words. In an interview with a student taught by Laily, the student commented that the particular lesson had helped him to enrich his vocabulary. Most appreciated the lesson as most of the words given by Laily were words that they had never come across.

“Interviewer: Okay, this is about yesterday’s lesson. What do you think your teacher tried to emphasize yesterday in the lesson?

Interviewee: Well I guess, she made uh, taught us a lot of meaning of words that we didn’t know like the paper yesterday. Other wouldn’t know probably half of the words. So I guess now I know more extravagant words. So she helped in me that way I guess?

Interviewer: Were you exposed to those words before?

Interviewee: No. I didn’t know many of them.

Interviewer: You didn’t know many of the words?

Interviewee: Ya.

Interviewer: Alright, okay. So it was more of looking at the meaning of the words?

Interviewee: Ya.

Interviewer: Not so much on pronunciation?

Interviewee: No, not really.”

(S2-ST1- 123-135)

Another student taught by Laily also had the same opinion that Laily had focused on the teaching of vocabulary and the meaning of the vocabulary. However, this student commented that Laily had indirectly imposed on pronunciation through her

‘unique’ way of speaking. In other words, her student thinks she models the appropriate pronunciation indirectly through her accent that she uses daily.

“Interviewer: What do you think of yesterday’s English lesson? What was being emphasized in that lesson?

Interviewee: Knowing the words and the meaning of words.

Interviewer: So, knowing the words and the meaning of the words.

Interviewee: Ya. The words, vocab.

Interviewer: More of vocabulary.

Interviewer: What about pronunciation? Do you think it was emphasized?

Interviewee: Emm..I think they way my teacher speaks, it was emphasized la.

Interviewer: The way she spoke.

Interviewee: She speaks quite uniquely compared to other teachers. The way she speaks is like she stressed out the pronunciation.

Interviewer: Was that the only time?

Interviewee: No, speaks like that every time.”

(S2-ST2- 165-177)

The interviews with Laily’s students revealed their preference and appreciation for Laily’s near native accent. It perhaps indicates Laily’s strength as an English Language teacher which is acknowledged by her students. Realising her strength, Laily had used her strength as a way to justify her negligence towards the teaching of pronunciation. To Laily, pronunciation cannot be directly taught as the best way for her students to learn pronunciation was through exposure to good users of the language. In Laily’s situation at the moment, pronunciation was also not her main focus due to the good proficiency among her students. Laily is least worried of their pronunciation skills and abilities as compared to other skills that are tested in the examination.

The situation that Laily goes through is described by Setter and Jenkins (2005), as the association of pronunciation with identity of a person. To Laily, ESL teachers should have a near native accent. According to Setter and Jenkins (2005 p.5) “our accents are an expression of who we are or aspire to be, of how we want to be seen by others, of the social communities with which we identify or seek membership, and of whom we admire or ostracise”. Perhaps, the conclusion of this is that an individual’s

attitude towards pronunciation is very important in determining the success of learning pronunciation. Laily's attitude towards identity formative has brought her to be a successful speaker thus, she aspires her learners to have similar attitudes towards learning pronunciation.

4.1.6.2 Obsession on Forms and Examination

Pronunciation was not the central concern for Laily in the teaching of English. In fact she believed that it was a skill that cannot and should not be taught directly. Furthermore, her main focus of skills in teaching English was mainly on grammar as well as the other skills which were tested in the examination. For Laily, in Malaysia, the main goal of teaching and learning English was to be understood and can be substituted with gestures if meaning was not conveyed appropriately. She believed that pronunciation was just a small component and played a small role in conveying one's intended meaning. She also thought that learning pronunciation does not help much in improving the students' grasp of the English Language.

“Interviewer: Do you think if pronunciation is made important, by placing it as a component that is tested, it would help students to improve their English Language?

Interviewee: It will, slightly. Not so much because what is important in our country is the message that gets across.

Interviewer: As long as you are understood?

Interviewee: Yes. And people here, we speak to Indians, Chinese and Malays, right. They are not native speakers. They can understand if you use gestures. You don't even have to articulate. So, as far as I'm concerned in this country, teaching pronunciation is not that important to improve their English. What is important would be grammar.”

(S2.2 – 116-129)

Improving oneself in the grammatical aspect was more crucial according to Laily. Not only it was tested in every component of the English Language syllabus

directly or indirectly, it was also the measurement used to decide if the user was a good user of the language or otherwise. Laily was very adamant in stating that grammar was often a language teachers' focus in teaching English. Pronunciation, as mentioned by Laily should just be made known to the students but never made the main focus of teaching the English Language.

“I think pronunciation should be made known but it shouldn't be the focus because the focus is the grammar. We want them to speak with the correct grammar. Imagine someone speaking in English but with wrong grammar. It's a shame, isn't it? They have to speak to other people outside the school. It reflects the school's meticulous.”

(S2.2 – 167-171)

Examination was always important for the teachers as well as the students. Therefore, the teaching in the classroom had to always take into consideration the examination requirements to ensure one achieved the expected goal. Laily has placed examination as the focus of her teaching especially when she had the experience of being the examiner of the standard English Language examination in Malaysia. At the end of the day, the examination results were the measurement for the teacher's success in teaching as well as the students' academic achievement.

“Interviewer: So do you only focus on the problem areas like grammar and vocabulary?

Interviewee: We focus on the examination format. We want them to be creative in essay writing because I've been an examiner.”

(S2.2 –187-191)

Laily had set her focus on the importance of teaching grammar and the skills that were tested, which clearly showed her negligence in pronunciation. Although she

believed pronunciation was important for her as an English teacher, she does not implement her beliefs on her current teaching. She believed that learning pronunciation involved interest as well as the individual's motivation to improve on pronunciation.

“One must have that, you know, I don't know what's the word but it's like, it's already in me. Ever since I was young, I want to speak like them (the native speakers) because otherwise it doesn't feel good. It is not proper English when you speak, for the sake of speaking English. How many people would think the same way as I do?”

(S2.2 – 87-90)

Despite her wide exposure of the native speakers' accent and the opportunity to teach the native speakers, she felt that accommodating to the needs of the learners was more important. This was evident when she regarded pronunciation as important when she taught the native speakers. On the other hand when she began to teach the English Language in Malaysia, her goal of teaching changed into making sure that the learners do well in the examination which means pronunciation is excluded from the lessons.

4.1.6.3 Learning through Exposure

Laily believes that teaching pronunciation would not be able to help her learners to be better speakers of the language, to the extent that she felt direct teaching of pronunciation might fail. She advocated that pronunciation should be learnt through exposure which derived from the learners' interest to improve in the area of pronunciation as well as the passion to speak like or near the native speakers' accent. This belief was a reflection of her exposure and her own drive to learn as well as develop her performance in the English Language in the aspect of pronunciation.

“Because I had that interest whereas, not many people are interested in pronouncing the words properly. If they are interested then they would do anything to find out themselves right? They don’t even have to be taught.”

(S2.1 – 917-920)

This belief probably resulted from her keen interest in the English Language and supported by her supportive environment where she had spent her tertiary education and career in a native speaking country. Her advantage of rich exposure to the native speakers’ environment has helped her to acquire the accent that she possesses today. This rich exposure started since her schooling days where she went to various Convent primary and secondary schools. Then, the fact that she enjoyed reading English Language materials as well as the supportive English speaking environment at home, added to the vast exposure. Her wide exposure to the language did not stop there but became richer as she received the opportunity to further her studies in the native speakers’ country, the United Kingdom, from her A-Levels until her Master degree. It was more enriched with her experience working as a teacher at several institutions in the U.K as well as the parliament. Based on this, her belief that pronunciation should not be directly taught was made very clear.

“The more you want to do it, the more you stress on pronunciation right, the more it’s going to be a problem. You are going to fail. I’m getting negative here. Because it’s based on my experience. You see, these days you have a lot of materials for students to refer to. During our time, there only books, reference books, right, no internet, no google. No photocopying machine. We did very well right? But now you have everything and now they have been misused. So that’s why it fails.”

(S2.1 – 643-648)

Despite her belief that pronunciation was best learnt through exposure she also shared some of the experiences faced by some of her friends who had similar exposure

as her in terms of the long duration of stay in a native country but did not accommodate themselves to the native speakers' accent. This was perhaps due to their interest as well as passion for learning the accent which was not as strong as Laily's.

“Based on my experience, I have friends who have been exposed just like I was, overseas. I mean, they communicated with the native speakers of English but they don't seem to be speaking like the real native speakers. They just communicate like a Malaysian. So, I don't think that pronunciation can be better learnt when you are in a native speakers' country, just being in your own country will help.”

(S2.2 – 56-61)

Based on Laily's statement, she associated interest with the success of learning pronunciation. She believed that some learners might benefit from exposure to the language provided that it comes with interest and initiative to improve oneself. Laily believes that personal interest as well as improvement has enabled her to learn the native accent in an efficient way provided with her advantage of spending most of her time in a native speaker country.

Another factor that could have led Laily to hold the belief that pronunciation is best learnt through exposure was perhaps her tertiary education background. Laily did not specialize in the teaching of English Language, instead her area of study was in linguistics in both her bachelor and master degree. Thus, this has made her to be interested in the language aspects rather than the aspects of education. It was only after she returned to Malaysia that she underwent a teacher training course. Her own experience as a learner has made her to believe that learning through exposure was better than being taught the skill of pronunciation.

Despite her belief that pronunciation is best taught through exposure, there is also a question of the effectiveness of the way of learning. The effectiveness of learning through exposure can be argued through the time spent in learning pronunciation as it

could take a person longer to figure out how certain sounds are produced or connected. The learners need to figure out a lot of puzzles before making sense of a particular phenomenon that they observe. Learners may benefit from the exposure, however, it must be accompanied with the crucial learning of the pronunciation component in order to speak and interact successfully in the language. Learners must have knowledge about how the language works to be able to use the language effectively and communicate confidently. Thus, formal learning and training from a competent instructor of the English Language are also crucial in ensuring effective learning of the language. Exposure can help to enhance and enrich the learners' ability in using the language. At the same time, learning through exposure has its worth as for people to have a good grasp of the English Language, they need to be aware of the context of what they say and be able to relate that to real world environments. This is best achieved through interaction in English with other English speakers.

4.1.7 Laily's Classroom Practices

In the observations conducted in Laily's English Language lessons, evidence of pronunciation instructions was not found. Only during her first lesson observed, Laily had mentioned at the beginning of the lesson that she intended to focus on pronunciation of a list of vocabulary given in a worksheet to her learners. However, based on interviews with her students, they were not aware that pronunciation was part of the focus of the lesson. The focus on vocabulary was more prominent in her students' minds. Continued observations of her English lessons also had no signs of integration of the pronunciation component.

Laily holds on to the belief that pronunciation is best learnt indirectly as well as from exposure to the correct pronunciation. She portrayed herself as a model of a good user of the language by using an accent that is admired by her learners. There was also

evidence of traditional approaches used mainly, reading aloud, repetition and imitation. The use of these approaches was indirect where pronunciation was not part of the plan in the lessons taught. Laily had justified her reasons for not integrating pronunciation in her English Language lessons by providing several external factors that hindered her from including the pronunciation component.

Based on the second research question that seeks to investigate Laily's classroom practices of pronunciation instructions, the following question guided the discussion.

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?

The findings then are given themes presented in the following sections. The themes that discussed Laily's pronunciation teaching practices are 'Indirect and Traditional Approaches', 'Teacher as the Model of A Good User' and 'Key Challenges'.

4.1.7.1 Incidental and Traditional Approaches

Laily had a class of thirty five students, which had a mixture of male and female students. Based on the observations, there was not much evidence of direct teaching of pronunciation. In the first lesson, Laily made an attempt to teach pronunciation by giving her students a list of advanced level vocabulary. She attempted to teach pronunciation through the vocabulary exercise where she gave the students a list of ten words and carried out a whole class discussion on finding the meaning of the words. The discussion was however, more teacher-centred where the teacher controlled the discussion by providing examples of the words used in context as well as provided synonyms to the words. The students made intelligent guesses of the meaning of the

advanced level words. Although the words given by Laily were advanced words, the students were, most of the time, able to find the meaning of the words. The purpose of the exercise was to prepare the students for a gap filling exercise in the worksheet provided by Laily. Pronunciation was only emphasized by Laily by mentioning that she wanted the students to look at the words and to pronounce them with ‘proper pronunciation’. The words were pronounced as she carried out the discussion of the vocabulary given.

“Teacher: O.K. Let’s look at the words. The vocabulary on the left. With proper pronunciation. Before we do the exercise, pronounce how the word is supposed to be pronounced. I’m going to call (a student’s name), to say the first word.

Student: First word? Vanquished.”

(S.L2.1 -10-15)

The main focus of the first activity was to find the meaning of the vocabulary that she had listed and pronunciation was a secondary focus carried out through the students’ pronunciation of the words before the discussion of the meaning and through correction by the teacher when errors were made. Laily is inclined towards using the traditional approach which is also evident in the way she had presented her vocabulary items. Her approach in teaching seems to be far from the current approaches. Burgess and Spencer (2000) had suggested an integrated approach where in Laily’s vocabulary lesson, the vocabulary items could be taught in context. The list of vocabulary was sophisticated where they appear challenging to the learners. However, it would be more meaningful if it was presented in sentences or as a reading passage.

“Teacher: Right. The meaning is defeat. O.k? So, highlight that part because later on, you are going to use that word to fill in the blanks in part B. Right, number two. Now I’m going to find a victim who has been quiet all these years. (A student’s name), can you say the word?

Student: Plandistic.

Teacher: Plandistic. Very good. Plandistic. What could be the meaning of plandistic?
O.K, who wants to find or knows the meaning of plandistic? You want to try,
(a student's name)?"

(S.L – 23-29)

There was also an instance where the students practiced pronouncing the words a number of times by repeating after Laily's pronunciation. The correction of words that were mispronounced was carried out immediately so as to allow the other students to benefit from other student's mistakes. Since the words were introduced in isolation from the context, Laily focused on individual sounds in highlighting pronunciation rather than the suprasegmental features for example, stress and intonation.

Teacher: Right. Valor.

Student: Bravery.

Teacher: Bravery, yes. Yes? Valor.

Student: Valor.

Teacher: Valor, say valor.

Students: Valoor. (Students practicing and mimicking after the teacher's pronunciation of valor and valor)

Student: Teacher, vilor.

Teacher: No, not vil, val.

Students: Valor."

(S.L2.1 – 102-110)

A strategy which was found most regularly used by Laily was an indirect strategy to the teaching of pronunciation. An example of an indirect strategy used by Laily was reading aloud. In the first lesson observed, Laily provided two short reading passages for a discussion. The passages were read aloud by her students before a discussion about the texts was carried out. Based on the observations the students did not face any difficulties in reading the text, in fact they were fluently read by the students. The students were generally proficient in the language and this was probably the reason that Laily was able to carry out a number of whole class discussions. In the

second lesson, the comprehension questions on a short story were dealt orally. The activity was successful in the sense that a number of students participated in the discussion. Even though at times Laily had to call out names to provide the answer to the comprehension questions, the learners were able to provide the correct answers with elaborations. This is as a result of the learners' proficiency in the language. The scenario perhaps was part of the factor that led Laily to believe that pronunciation is not suitable to be taught as the learners may not require the pronunciation skill as they are already proficient in the language.

Generally, there was not much evidence of pronunciation activities conducted in the lessons observed. There were however, instances of indirect instruction of pronunciation through error corrections and practices through repetition by the teacher.

4.1.7.2 Teacher as the Model of A Good User

Laily spent a great deal of time as a student and raised her family in a native English speaking country. As a result, she developed a near native accent. Having the advantage of a native speaker accent, Laily sees herself as a model of correct pronunciation to her learners. This is evident mainly through the researcher's observations and a series of interviews with Laily where she spoke comfortably with the near native accent. When informal interviews were conducted with her learners and colleagues Laily was often seen as an example of a good model to her listeners. They were impressed by her accent and liked to speak to her mainly to listen to a native speaker's accent which they rarely hear or experience in their everyday lives. Thus, the learners developed their respect towards her based on her ability to converse with a near native accent. The feeling of respect would not have been developed if the learners were not appreciative of the language which includes preference of the English Language subject, the accent and culture. Laily's learners' background were mostly learners who

are fluent speakers of the language. They were more receptive to her accent as they value the rare exposure of the accent especially among their English Language teachers. Initially, according to Laily, her learners had to adjust to having a teacher with a near native accent. They called her names, and underestimated her capabilities. She then had to make some adjustments to her accent, lessen the use of the British slang words and tried to gain respect by being stern with her learners.

“Interviewee:So, when I came here, after Sabah (not the real place). And then suddenly there was ‘Wah, said the students, the teacher is so Americanised’. In fact, I’ve been labeled so many things by the students. When I first came, if they were looking for me, they will ask the teachers, ‘Teacher, where’s that teacher who speaks with a slang?’ And they don’t realize that they speak with a slang.”

(S2.1 – 272-277)

Laily felt that it is important for her to maintain the way she speaks mainly because she felt comfortable with her accent and believes that she must continue to be a good model for her learners. However, she is of the opinion that her learners may not be able to possess a near native accent and is satisfied if the learners speak with the local accent as long as they are in Malaysia.

“Interviewee: If they stay here, if they continue to live here, I’m quite happy with the way they speak. But I will stay. I will keep on pronouncing the way I’ve always done it. Because I feel that, I don’t have to change. I don’t have to follow the way they pronounce because the way I pronounce it, I’m satisfied with it. And because I’m so influenced by the British English while they are so Americanised by the TV programs.

Interviewer: You are a role model to them.

Interviewee: You see, that reminds me yesterday. “O.k., who’s your role model?” “You!” (Laugh) “You don’t have to sit for your English exam, you get hundred!” You don’t say that I’m a role model but you know, it’s already in me. I can’t change. It’s the way I speak and if I were to speak like they do, it’s not me. You know what I mean?”

(S2.1 – 480-492)

Thus, it is clear that Laily used her advantage of having the ability to converse in a native accent as an indirect way of modeling the correct pronunciation rather than teaching pronunciation directly.

4.1.7.3 Key Challenges

Various reasons were given by Laily for not teaching pronunciation. These were seen as factors that hindered her from teaching pronunciation. Although the Malaysian Secondary school syllabuses have outlined the contents that need to be covered in the pronunciation component, Laily found teaching pronunciation added burden to her teaching. Time factor was one of the key challenges mentioned by Laily. The teaching hours that were allocated for the teaching of English Language was insufficient, thus, to add another component to be taught robbed the time that should be focused on other important aspects of the language. In addition, teachers were also committed to non-teaching jobs where they were involved in organizing the extra-curricular activities and were tied down with administration work.

“There is a section on the phonetics transcriptions, right. It says how the words are pronounced but teachers tend to skip that because they don’t have time. It doesn’t mean that during the school days, the teachers enter the classroom, we have meetings, we have different activities, school activities which involve the students and the teachers. Sometimes we go for meetings outside the school. So there’s the time where we’re not there in classroom. So then, we have to catch up.”

(S2.1 – 617-621)

Laily stressed that the main factor that caused her not to include the teaching of pronunciation was the time constraint. Although at times she was not satisfied with her learners’ pronunciation, the limited time allocated to teach English stopped her from incorporating pronunciation in her English lessons. She was aware that some of the

learners faced difficulties in pronunciation where the learners were not able to distinguish sounds but generally there were more students who were more proficient in the language as opposed to the less proficient students in the school where she was currently teaching.

“Interviewer: So, have you taught phonetics?

Interviewee: No, no, we never had time. It’s something that I would like them to know like the difference between ‘ah’, ‘eh’, ‘uh’ because they cannot differentiate them. Because they tend to assume or listen to their parents talking.”

(S2.1 – 551-555)

This is added to her argument that as long as the learners use the language in Malaysia whereby they do not encounter instances which require them to converse with a native speaker, the learners need not be trained on pronunciation.

“If they continue to live here, I’m quite happy with the way they (the learners) speak.”

(S2.1 – 480-481)

Despite the fact that she thought that pronunciation might benefit learners in learning English, she believed that pronunciation added unnecessary burden especially to the less proficient students. According to Laily, these students had to struggle with learning grammatical skills as well as the other components and the idea of adding a pronunciation component will only frustrate the students where students may be more burdened.

“I think most of the weaker students find it a bit taxing to learn pronunciation because they are already learning grammar, subject-verb-agreement, present, past, future, it is already confusing them. I give you an example, We have a Linus (learners who are yet to master the basic 3M- read, write and count) class and Linus students are really weak and as far as possible, we want them to just pass the paper.”

(S2.1 – 682-688)

Laily felt that some learners had a certain limited ability to process a certain amount of information. The less proficient students may find too much information a burden and thus affect their examination results. Therefore she had to be more selective of the contents that were important for the students to learn the language as well as pass the examination. Based on this concern, pronunciation was left out as it was seen upon as a burden to Laily as well as her learners. She added that based on her observations, she felt that none of the students were interested in learning pronunciation especially the secondary school students. She believed that the students were more interested in the tested components.

“When they are in form one or form two, they are still childish and they behave like a child. But once they are in the morning, form three, they wouldn’t be interested. They are less interested. I can’t remember anyone interested in pronunciation. I don’t see anyone.”

(S2.2 – 261-265)

In Laily’s opinion, young learners were probably more interested to learn pronunciation as compared to the upper secondary school students. She viewed pronunciation skills as a skill that needed to be developed earlier in a child’s life and perhaps more beneficial if it was taught earlier before the learners were taught other language skills.

Another Key Challenges mentioned by Laily was the lack of knowledge on the subject matter related to pronunciation. To teach pronunciation, Laily commented that a language teacher had to be equipped with the knowledge on Phonetics and Phonology. To a certain extent in the teacher training Laily was exposed to the area of Phonetics and Phonology, however, the training was carried out far too long ago for her to recall any of the content that she learnt.

“During my first degree, I think there was a module on phonetics. So we were taught of the mechanisms, right. Sounds, right? And somehow my lecturer also included for us to look on different languages.”

(S2.2 – 5-9)

She also stressed that it was also important for all the teachers to collectively agree to teach pronunciation if pronunciation was to be included as part of the English Language lessons.

“I have an experience learning phonetics but most probably or sometimes the other teachers are not good at it at all. If you are the only one who’s doing it, whereas the rest of the teachers are not cooperating, you won’t achieve the target.”

(S2.1 – 556-558)

4.1.8 Suzana

Suzana was the third teacher to participate in this study. She was also the first teacher invited to participate in this study with a degree in Teaching English as a Second Language (TESL) from a public university in Malaysia. She graduated from the TESL degree programme in 2002 which made her an English Language teacher with 6 years of experience. Due to the distance of the school, the researcher spent almost the whole evening session there to accommodate the teachers’ schedule for the purpose of observations and interviews. Therefore a lot of opportunities in socializing with the school community there especially with the other teachers teaching other subjects were fully utilized. The experience gained apart from the fixed interviews and classroom observations has given the researcher a deeper understanding about the school as Suzana’s workplace. Thus, the data from her story were collected through a series of formal as well as informal interviews. There were two formal interview sessions conducted with an average duration of 1 hour and a number of informal interviews during tea and during walks to her classrooms as well as outside the staffroom where a

place was given to the researcher to organize the audio equipment as well as organizing the compilation of data. The school was kind enough to have given the researcher a place to wait and work in comfortably throughout the period of observation. The researcher had utilized this opportunity to get to know several teachers in the school and invited them to share their experience with the researcher. Given this opportunity the researcher managed to get to know some of the other English teachers as well as the other teachers and had conversations about the school, students and other matters with regards to teaching and learning. The researcher also had the opportunity to witness several incidents related to how some of the teachers handled discipline problems, students' fees problems as well as parents who came to enquire on matters regarding their children. This experience has given a better insight of Suzana's work environment.

Two of her double period English lessons in a class of her choice were observed. According to Suzana, she chose the particular class as the students were more participative and well disciplined.

Suzana is in her 30's and she has taught in two secondary schools both in the Klang Valley. She is also a city girl, born and brought up in Kuala Lumpur. Suzana was a very easy person to deal with during the negotiations of interview sessions and classroom observations. Although she was initially slightly reluctant to help out in this research as she mentioned that she does not usually teach pronunciation, she later agreed as the researcher explained how this study could more or less help her realize her beliefs about the teaching of pronunciation which could subsequently help her improve her teaching approach. Suzana focuses on only teaching the English Language subject where in that particular year, she teaches 24 hours of English Language per week. She had a mixture of weak and good classes.

Very often during the interviews and informal conversations with Suzana, she spoke very highly of her experiences during her teacher training at one of the local

universities. Suzana seemed to really look up to the teacher training programme that she underwent in terms of the organization of the programme and courses as well as its contents and her lecturers. The researcher found that she often quoted her lecturers' words and advice and always related her teaching experiences to her teacher training experiences. The way she related her current actions in teaching to her previous university experiences was very vivid in its description and explanation. It was as if it was only yesterday that she had graduated from the teacher training course.

“Something like,... errr,...the dean told me that in order to be very fluent in English, if you want to be very good in English, you have to think in English, you have to dream in English, you have to read in English, I still remember, this was what she said. And you have to talk in English. You have to be, you have to make around you in English. So, that's the only way you can master the language because you are learning a language other than your mother tongue. So, if you don't really force yourself to learn all these things, *macam dia kata*, “*bergelumang dengan benda ini*” (like she said, surround yourself with English), I don't think that you can succeed”.

(S3.1 – 108-113)

The way she wanted her students to behave towards learning English was reflected in how she was expected to behave by her university lecturer. This was expressed by quoting her former lecturer's words and advice. Those words of advice are carried till her teaching days and play a role in shaping Suzana's approach to teaching the language.

Suzana's entry into the teacher training programme was not driven by her own willingness to be in the teaching profession, rather it was her mother's wish that forced her to pursue a degree in teaching. She developed the interest in teaching when she underwent her practicum or school experience during her course of teacher training. As all this while she was only imagining the lives of her previous school teachers and until she herself had had the experience, she felt the satisfaction in the profession.

“Interviewee: Ya, a teacher. But later on I discovered that, ah! There’s something that made me like teaching very much. Actually it wasn’t really strong. Just after. Actually during the, what do you call that? What did we do after we completed our thesis.

Interviewer: Dissertation... practicum.

Interviewee: Yes, practicum! (Laughs) I forgot. I discovered myself, oh! Teaching is an enjoyable thing actually. I remembered practicum because I taught at my own school. I had my practicum in my old school. My secondary school. My own first secondary school. So, I had my previous English teacher there still working as a teacher. So, then that is the only time I found that teaching is ... Oh! It’s an enjoyable thing. *Sukalah jadi cikgu ni* (I like being a teacher)”.

(S3.1 – 350-361)

It was also undeniable as Suzana could be excited upon experiencing the teaching role as she returned to her former secondary school as an authority figure and not as a student as she used to and the fact that she also met her former English teacher when she has already become at par or at least in the same profession as her former English teacher. On the other hand, as a teacher trainee, she was perhaps excited upon her first experience being in reality and testing as well as applying her knowledge and skills learnt during her teacher training.

As for the learning of pronunciation, Suzana could recall a lesson where she had to differentiate between the British, American as well as the Malaysian accent. She could not recall if she had a course on Phonetics and Phonology which proves that pronunciation has not been an emphasis in her teacher training although she could recall activities related to pronunciation mainly through her listening and speaking classes which she claimed of attending the class daily. Suzana believes that if teachers were to have regular activities on listening and speaking just as she used to go through during her teacher training, the teachers would be able to help students to improve their pronunciation and standard of the language.

“Interviewee: Ya, British. Actually, we were taught both so that we can differentiate. O.k. this is British and this is American. So, it’s like /fast/ is British right, and /fest/ is American. So we learn both actually.

Interviewer: So, in what class did you learn this?

Interviewee: The listening and speaking subject.

Interviewer: Oh! Listening and speaking. You learnt pronunciation, you learnt phonetics in listening and speaking class?

Interviewee: In listening and speaking class. And then after that we had to do public speaking, we had to do storytelling, what else ah? I can't remember.

Interviewer: So, pronunciation focus in listening and speaking?

Interviewee: And intonation also. So, it means you might pronounce it correctly but you must have the intonation there because intonation, according to my lecturer, intonation really plays a big role. When do you need the high pitch and low pitch and how do you have to be monotone. We were taught reciting poems in the subject. So, I think it helped a lot. It really, really helped a lot.

Interviewer: Did you have a subject on Phonetics and Phonology?

Interviewee: I think it was during my degree. I did it in my degree or something.”

(S3.1 – 322-341)

The fact that Suzana found it difficult to recollect if she had a Phonetics and Phonology class, which she probably had and remembered the meaningful pronunciation activities that helped her to improve her proficiency indicates the lack of link between the knowledge of the phonological subject to the pedagogical aspect of it. To her knowledge the pronunciation activities carried out by her former lecturers were suitable and good enough to be implemented in her own classrooms.

4.1.9 Suzana's Beliefs

Suzana's beliefs show avoidance in the teaching of pronunciation. Although Suzana may portray herself as a young teacher with current information and knowledge as well as a vibrant personality that reflects a teacher who may prefer to use a more flexible approach to teaching, her beliefs indicated otherwise. In fact, her beliefs reflects the professional training she underwent at the university and indicated influence of the school examination. This might appear as a way in explaining the lack of focus on pronunciation teaching in her English Language lessons. Placing the responsibility on the learners indicates that she holds less responsibility in teaching pronunciation. This is

also perhaps due to the lack of training on the aspects of pedagogical and the content of pronunciation. Based on the first research questions that seek to investigate Suzana's beliefs about the teaching of pronunciation, the following question guided the discussion.

- (a) What are the teachers' beliefs about their role in teaching pronunciation?
- (b) What are their beliefs about focus areas in learning and teaching pronunciation?
- (c) What are their beliefs of effective approaches to the teaching of pronunciation?

The findings then are given themes presented in the following sections arranged according to the order of the questions. The themes that discussed Suzana's beliefs about pronunciation teaching are 'Greater Efforts from Learners', 'Teaching Focus – Grammar and Writing' and 'Explicit Teaching During Primary School'.

4.1.9.1 Greater Efforts from Learners

At the beginning of our first interview, when the researcher asked Suzana to explain about her education background, she started with a confession of her delayed exposure to the language. She explained that she started learning the language seriously when she was 16 years old where she took an English Language course to improve her level of proficiency in the language. She took up the course out of her own realization that she had to improve her English especially in her preparation for the important examination, SPM (Malaysia's school highest certificate of education). According to her, in a way, the course has helped her to improve her English Language. Her exposure to the language at home was minimal. Her only way of practicing the language at home

was the occasional conversations with her mother who had gone through an English medium school.

“Previously I was not good in English. I started learning English by taking an English course when I was 16 years old. At home, I was exposed to English because my mother was in the English medium school, so my mother knows a bit how to speak English, so we communicate but very little, not most of the times, but sometimes, so I was not well exposed, I was a little bit exposed to English Language. Then later after I took the course, I saw some improvements especially in my writing during SPM).

(S3.1 – 4-8)

Her late exposure to the language did not prove to affect her effort in improving her language as she emphasized that her one and a half years spent in her matriculation years has made her improve her proficiency in the language tremendously. She described that the meaningful years spent at her matriculation course were more enriching as compared to most learners who spent eleven years throughout primary and secondary education in learning the language.

“If you really want the students to be very good in English Language from standard one until six years of learning and the form one until form five. I think if you find their eleven years of learning I think it’s more than enough but I can really master English in one and a half years by really focusing on how to pronounce and use the language in the correct way.”

(S3.2 – 97-100)

She believes that the reason for the speed and effectiveness in learning the language is attributed to her readiness, awareness as well as effort in improving herself. Another factor that contributes to the success of learning the language is the organization of the matriculation program which separates the language skills accordingly.

“It is ways of teaching English I think because I started from, as a beginner, and then of course I worked harder and then up to a stage I think I was just like the others. If I compare myself with my students I was like them. So, when I took my matriculation year, I think they should use the same system, because in the matriculation year they have the listening and speaking, they have the reading comprehension as well as writing”.

(S3.1 – 90-95)

Suzana saw her delayed exposure in a positive way where she became a more responsible learner as she was more aware of her goals especially when she decided to take up the TESL course at a local university. Her experiences befriending learners who are also struggling to improve their English Language has made her more determined to improve herself instead of feeling alienated like what some of her friends experienced.

“At first I said, never mind, just give it a try, but I was very afraid because I know my level of English was not very good but when I went there I could see a lot of my friends who were just like me. I can see about 80% of the students with level of proficiency just like me. So there were just 20% of the students, who were very good. Some of their parents stayed in other countries, in America, London, of course they speak according to the accent. So we are divided into two groups. We don’t socialize with them. So, we are intermediate students”.

(S3.2 – 255-261)

Based on these experiences, Suzana believes that learners’ contribution in terms of effort contributes to the success of learning the language as a whole. However, Suzana seemed to show some disappointment over her learners’ negative attitudes towards English Language and pronunciation. First of all the negative attitude was displayed over their acceptance of the language and the lack of usage. This was evident not only in her English classes but was also present in the Mathematics and Science classes where English Language was the medium of instruction. Suzana sees this as a barrier to learning the language and slows down the process of learning therefore based on her experience of being a learner herself and the efforts that she has put in as well as

experience of going through what she perceived as an effective teaching course, she believes that for effective learning of pronunciation, effort from the learners should be present.

4.1.9.2 Teaching Focus – Grammar and Writing

Suzana spends most of the English lessons allocated teaching both grammar and writing. She felt that she has a responsibility to gear and assist the students to achieve the end result which is to pass in the examination. After all, examination is the only yardstick to provide an indicator of a students' success. As a teacher she has to help her students achieve the desired result. The focus of the English Language examination has been set where essay is allocated 50% out of the overall marks and comprehension with 40% marks. Only 10% is allocated for the oral assessment where pronunciation is not assessed as a separate skill. Although pronunciation and intonation is part of the construct for the criteria of the school-based oral assessment, according to Suzana, the assessment was carried out by considering the general ability of reading and understanding the text given. The students are only expected to achieve a basic oral skill and the assessment should be of a help to the students in adding good or high marks to the other assessments.

“In reality the teacher has to really follow the syllabus. O.k., and then majority mostly we focus on essay. Since essay carries like 50 marks and then comprehension that we cover in paper 1, 40 marks and another 10% for oral test. So let say if they want to have like 25% in oral I don't think it will be a problem. The problem is, whether they have enough time to finish the syllabus or not. Whether we have enough time to really focus on those four skills. Listening and speaking, essay writing, comprehension and as well as grammar in a year.”

(S3,2 – 137-144)

The time constraint has also made her to focus more on the teaching of the tested skills. According to Suzana there are a lot of topics as well as skills that need to be taught however, the time allocated for English lessons does not permit her to teach or focus on pronunciation although she commented that she would like to teach pronunciation if she has the luxury of time. The limitation of time has forced her to focus only on the important skills thus, be exam-oriented.

“We have to finish fast, we have exam week, we have other things coming on, in the next month, so frankly, I don’t really plan to teach or I don’t really teach listening and speaking with my students. I only focus on reading comprehension which is covered in Paper 1 exam. Then I have to teach grammar since it will be useful for them because they need to write correct sentences in their essay and I also have to teach literature and essay since it will come out in the exam so it’s really exam oriented.”

(S3.1 – 619-624)

This has placed her focus on pronunciation far below the other skills. However, she does not totally disregard pronunciation as she mentioned of its importance in one’s overall speech. Pronunciation has its importance and it helps builds confidence in the students’ speech as well as portray good image of the students. However, due to the examination and syllabus requirements she had to succumb to the requirements.

“Yes,... of course because I think it does not play a big role. I think only one of the important roles. O.k., because when they mispronounce the words, it might mean something else right, so if they get it wrong and then they mean something else then they will feel shy, so it leaves an impact to the students and they may also misunderstand the meaning of the words. O.k., then it will develop their confidence in speaking English.”

(S3.1 – 156-160)

Suzana's choice of content focus for teaching the English was based on the emphasis of the examination. She has made passing examinations as her priority in the selection of skill to be focused on although she may feel that pronunciation has a place in the learning of English Language. In addition she also agrees about the disadvantage if a learner lacks or is not exposed to the skills of pronunciation.

4.1.9.3 Explicit teaching During Primary School.

Among all the skills in English Language, pronunciation is often treated as a basic skill that needs to be developed first if one wants to learn the language effectively. In preschools, phonics is normally taught first and in primary schools it is placed as one of the first skills to be taught as how it is sequenced in the textbooks. Suzana has a perception that pronunciation should be taught during the early stages of learning as how children learn their first language. Based on her understanding when a child learns the first language, the sounds are learnt first thus, she feels that this could be a good strategy in learning the second language. In the interviews Suzana stressed the importance of sequencing the language skills across the primary and secondary school levels. Pronunciation according to her is best placed as among the first skills to be developed in the primary schools especially in year 1 to year 3 students alongside with the teaching of the listening and speaking skills. Reading and writing on the other hand are perceived by Suzana as more complex to be learnt therefore are suitable to be placed or emphasized later in the secondary school levels. She believes the appropriate sequencing will facilitate a better learning for the learners as how first language is acquired.

“So I think if they were to implement this (pronunciation) in the syllabus, they could have started this in the primary level because as we can see the students in the secondary school form 1, form 2, form 3, even grammar and the things that they have learnt in primary school they learn it again and they still haven't mastered it yet.

Sometimes I ask my students, how many years do you think you can master certain things especially tenses? So, I think the same goes with pronunciation. May be they can focus on pronunciation just like listening and speaking task. If they are in standard 1, 2, 3, they just have to master the language, how they pronounce and how they use words. Doesn't matter whether they understand the words or not because it will come later, right? So, may be after that they can just focus on grammar.”

(S3.2 – 170-179)

Suzana's organization of skills is perhaps based on the strategies that are used by the first language learners. Although it is not as simply stated by Suzana, her rationale for her belief is based on the limited time teachers have in teaching all the language skills as well as practice time that the students have especially during the English Language lessons. Therefore she believes by sequencing the skills in terms of its level of an appropriate order from the basic to the advanced skills, learning of the language could be more successful. Pronunciation is perceived by Suzana to be the basic skill among all the language skills and better taught during the learners' primary years.

“I think it won't be a burden for the teachers if they really focus, o.k., for standard 1 until standard 3 students, the teacher only have to teach them listening and speaking. It won't be a problem for the teachers I think because they just, they can like focus on the two things for the three years right? Standard 1, standard 2 and standard 3 they can just focus on listening and speaking. I don't think that the teacher will have a problem on that. Even though that they change the syllabus or whatever. But then when they come to standard 4,5, 6, then only they have to learn according to the syllabus because they have exam for UPSR what so ever.”

(S3.1 – 650-656)

Suzana believes that pronunciation is taught through integration with the listening and speaking skills thus she believes listening and speaking skills should be emphasized during primary school. Suzana views the current focus of the syllabus as a burden to the teachers and does not focus on preparing the learners with the basic skills

needed. Thus she believes that the focus on examination should come later in preparing the learners for the public examination.

4.1.10 Suzana's Classroom Practices

Suzana envisions her teaching approach to reflect her teacher training experiences where language skills are paired based on the receptive and productive skills and carried out in sequence where the productive skills, listening and speaking should precede the receptive skills. However, her actual practice in the classroom does not reflect what she has envisioned. This is due to the constraints of the syllabus and examination where reading and writing carries more weight than listening and speaking. Thus, she is forced to focus on the tested skills.

“Actually I rarely plan to have a listening and speaking lesson with my students because we really have to teach fast according to the syllabus.”

(S3.1 – 618-619)

The approach that she has chosen was not a reflection of her teacher training experience where in her training listening and speaking were given primary emphasis before proceeding to the reading and writing skills. Because of her very high regards of her teacher training which might be due to her most recent training experience, she had gone as far as including the content taught during her training in the school syllabus. This is perhaps her expression of the positive impact of her training she went through on her practices in the the classroom.

“Actually I really think that the things they taught me during the matriculation year should be taught in school”.

(S3.1 – 399-400)

Based on the second research question that seeks to investigate Suzana's classroom practices of pronunciation instructions, the following question guided the discussion.

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?

Themes are given based on the analysis of findings and are presented in the following sections. The themes that discussed Suzana's pronunciation teaching practices are 'Combination of Explicit Teaching and Integration of Skills', and 'Key Challenges'.

4.1.10.1 Combination of Explicit Teaching and Integration of Skills.

In Suzana's lessons, both explicit dealings with pronunciation skills and integration with other skills were evident in her lessons. In her first lesson observed, Suzana carried out a lesson which had a combination of speaking, reading and writing skills. In this lesson, she explicitly focused on both the segmental and suprasegmental features of pronunciation. A poem entitled 'I Wonder' was used as material for them to practice the recital of the poem. According to Suzana, the lesson was a continuation of a previous lesson where they discussed the message of the poem. This lesson served as an extended lesson where her learners demonstrated their understanding of the content of the poem as well as indirectly practiced their pronunciation skills both in the segmental and suprasegmental features by reciting the poem in different moods; scary, funny, and futuristic. The learners' task was to read the poem 'I Wonder' aloud based on the tones or moods assigned by the teacher. The learners had practiced in advance and in this lesson, the learners had to present in their groups in front of the class. In this lesson, Anita had incorporated the suprasegmental features mainly on intonation, stress and rhythm in the speaking lesson. The technique used to teach these content areas are through reading aloud in groups. The end product was then demonstrated in the writing

task where learners had to describe a series of pictures given by Suzana to compose a poem.

In another lesson observed, Suzana had tried to integrate both segmental and suprasegmental features in the lesson. It was a reading lesson which led to a completion of a vocabulary and comprehension task. Similar to the previous lesson described, Anita used the reading aloud technique to provide opportunity for practice in pronunciation features. The genre of the text was a dialogue between two persons during an interview session on job description. Before the reading loud activity, Suzana reminded the learners to focus on intonation especially in the interview questions. Besides that, Suzana used the mechanical drilling technique to check the learners' knowledge of the pronunciation of the word.

Teacher: O.k., alright, so, anyone here, yes... Selvi,... can you guess what's actually the occupation being discussed in the dialogue? What kind of occupation actually? Can you guess? Anyone here? Alvin said, is it an animal doctor? A person who treats animals at a clinic. Sit down. What do you call? Again, Ali. Louder. I can't hear you. Never mind. Slowly. It's o.k.

Student: /veterinian/

Teacher: /veterinian/ is it /veterinian/? Again Ashley.

Teacher: /vetenerian/. I should write it this way? /vetenerian/. Do you think it's correct?

Students: No.

Teacher: So, what is it? I know you know it. Again louder. I can't hear you.

Student: /veterinarian/.

Teacher: /veterinarian/ (writing on the board). How do you pronounce this? /ve/...?

Students: ...(mumbling)...

Teacher: ...re, re, re.... Again. Who can please, Anne, can you please?

Student: /veterinarian/.

Teacher: Slowly.

Student: /veterinarian/

Teacher: O.k. This group, can you repeat?

Students: /veterinarian/.

Teacher: O.k. This group.

Students: /veterinarian/.

Teacher: O.k. How about this group.

Students: /veterinarian/.

Teacher: /veterinarian/. O.k. How about the last group there?

Students: /veterinarian/.

(S.L3.2 – 59-82)

Her techniques to the teaching of pronunciation such as reading aloud and drill could be influenced by the techniques used by her teacher during her schooling years. Suzana told a story during her schooling experience of how her teacher taught her pronunciation. The approach reflected an authoritative approach which probably aimed to emphasise the content taught.

“Interviewee: She’s the only one in the school among all the English teachers who stress on pronunciation.

Interviewer: Can you remember how, what kind of activities she carried out?

Interviewee: Actually, the way she taught sometimes influence a lot. She influenced me a lot. When I remember back, usually during reading and sometimes essay, for reading comprehension we usually have to use the textbook. She will just point at the students randomly, no matter you can speak or not, you have to read. She knows who can speak and who cannot. For her, if you don’t have any experience, you have to do it. So, that is the way she found out if we made mistakes whether we mispronounce the word.

Interviewer: Through reading aloud?

Interviewee: Yes, through reading aloud. When you make mistakes she corrected there and then.

Interviewer: As and when you make mistakes.

Interviewee: Yes, as and when you make mistakes. Then, she will stop you, what did you say just now? Actually you have to pronounce this way. So, she just repeat and she asked you to repeat again and if that day the students performed badly she will ask everybody, row by row to follow her.

(S3.2 – 17-32)

Suzana had employed both approaches she was exposed to from her schooling experience as well as her professional training. She had integrated both the traditional ways through explicit dealing of the content carried out through reading aloud, spelling and pronunciation drills with other language skills mainly speaking, reading and writing.

4.1.10.2 Key Challenges

Suzana too faces challenges in teaching pronunciation. The challenges if viewed from a different perspective of a person who is not in Suzana's situation may seem like excuses for not teaching pronunciation. However, her arguments of the challenges faced were based on evidence as well from her experience as a learner and an ESL teacher and they hinder her from delivering an integrated pronunciation lessons. As a teacher, Suzana faces a lot of challenges with various people in the school; the administrators, colleagues, learners as well as the syllabus and education policies. Her hands are tied with restrictions in terms of rules, expectations and goals. As much as she may have her ideal way of approach to teaching a language, she must obey rules, fulfill expectations and achieve certain goals which mostly are not hers. These challenges faced by Suzana are seen as Key Challenges in the teaching of pronunciation. The first challenge was the lack of proficiency as well as the negative attitudes of the students towards using the language. Suzana has her share of good and weak classes. Her challenge starts when she teaches the weak classes where she had to use a lot of translation into Bahasa Melayu as the students find it difficult to carry out tasks as well as understanding her when she uses the target language. Obviously translation makes her teaching faster however, according to her, when the learners are used to her translations, without even her realizing, as time goes by, she has taught English Language using Bahasa Melayu. Suzana however, is frustrated over her way of teaching.

“Teaching English in secondary school or in Malaysia, based on my personal experience, I think we do a lot of translation. When I teach good students, I do not have to do a lot of translation except for difficult words that they have never encountered. So, for certain cases only I have to do the translation but then most of the times when I teach the second or the third and the weak classes especially, sometimes, just like last year, I taught 1 Budi, which was the last class. If I speak English with them, they don't understand even one word. So, when I speak in English I have to translate, later on, a few months later I have to speak in Malay because that's the only language that they understand. Actually the process of learning is not really happening in the class.”

(S3.1 – 76-83)

In terms of pronunciation, Suzana showed frustration over her learners' attitudes who do not take pronunciation seriously. She based this argument on the response that she received from the learners when she uses the appropriate pronunciation and intonation. The students find her appropriate pronunciation different thus appear amusing to the learners. She has also tested the learners by purposely using the wrong pronunciation of words, but to her frustration, none of the learners realized her mistakes. She finds that the learners are more comfortable with the normal ways that the Malaysian speak rather than the native accents.

“Interviewee: Actually it would be a good activity for the students it's just that we need them to get the exposure in English but then I think I tried it in my previous school. I used a tape. I bought it from Kinokuniya. I still have the book, I was demotivated,... the book together with the audio around 200 I think. It's expensive.

Interviewer: Plus the listening CD normally it costs a lot.

Interviewee: But I just bought a cassette because it's cheaper, and then I took to the class, I did it with the good class, some, can say 75% of the students found it very interesting and when I took it for the weaker class, they laughed.

Interviewer: Because may be they sound strange due to the different accent?

Interviewee: Yes. They laughed, and then they were talking in their own language in the class. They were busy talking rather than listening. They just like to imitate and make fun of the words. They make fun of the native speakers according to the correct pronunciation, they make fun of the correct pronunciation.”

(S3.2 – 237-249)

Based on this extract, it was evident that Suzana was frustrated over the efforts that she had made after investing on an expensive book to teach pronunciation especially to the weak students. In fact throughout the interviews the researcher could feel Suzana's sense of frustration over her learners with low proficiency. Suzana seemed to display a deep sense of disappointment in teaching due to the close mindedness of the learners. Hearing a foreign accent on rare occasions may induce a

feeling of strangeness therefore the learners may have reacted by ‘laughing’ at the unfamiliar accent. It is perhaps a way for the learners to overcome their inferiority over the accent. When they ‘laugh’ upon hearing the accent they hoped that if they fail to produce sounds which are similar to that, others may find it amusing and they will not feel embarrassed. This is a way that the learners use to protect their dignity over being branded as not able to speak English the proper way. It is also a normal way of response for a person to be awed at a native accent as one then thinks that he is expected to reach the same intelligibility in order to be understood. If a more familiar accent is used, one definitely feels more comfortable and may easily achieve the same level of intelligibility.

“Interviewer: So, pronunciation scares students?

Interviewee: Yes, sometimes correct pronunciation with intonation scares students. But if you speak according to the standard Malaysian English they are very comfortable about it.”

(S3.1 – 568-570)

Besides the challenge in terms of the learners’ attitudes towards learning the language as well as their lack of proficiency, another challenge faced by Suzana was the lack and insufficiency of equipment and facilities in facilitating the teaching of pronunciation. Suzana believes that pronunciation is taught mostly through the listening and speaking activities. Thus, the assistance of the audio equipment is especially needed. However according to Suzana, the idea of using the audio equipment in assisting the teaching of pronunciation cannot be materialized due to various obstacles and problems to obtain the audio equipment from the school.

“Interviewer: Have you used listening with real recordings of British or American accent?

Interviewee: I did have the idea previously but since we do not have the facilities. We teachers have to buy the radio because we don't have that in our school. Same goes to my previous school. Radio, whatever, we have to get it our own.

Interviewer: What about the listening CDs? Do you have access to the listening CDs?

Interviewee: No, no.

Interviewer: You've got to find it yourself?

Interviewee: I find it useful for the students, I did have the idea but then it's very difficult for me to find the radio and then to bring to class and then I have to take care of the radio. It's very difficult for me in terms of security. Actually in my previous school I've discussed with my head fellow but she said, I can't use the radio due to security reasons. The radio itself, you cannot use the radio. The students might steal the radio. This is what's happening here.”

(S3.1 – 583-594)

This is another factor that hinders the teaching of pronunciation for Suzana. Although she may have intentions and ideas of techniques to teach pronunciation, the school was not very facilitative in providing the equipment and sources for her to teach pronunciation. Based on the researcher's observation of the school itself, it was found that most of the buildings in the school were old and in poor condition where there were broken windows, dirty classrooms and poor lighting as well as broken power points. There were a few buildings which were under renovation to improve the facilities and conditions of the buildings, however, as for the current condition, only a few classes were at the advantage of having a conducive environment. Suzana's class that I observed however, lacked in various aspects. Suzana felt that the lack of equipment is one of the reasons of why pronunciation cannot be taught. She claimed that she was trained well to teach all aspects of the language but unable to include pronunciation due to lack of sources as well as resources.

“Sometimes we forgot what we learn during our university level. Actually we were taught to teach pronunciation. We were equipped how to teach that (pronunciation). We know already what are the activities, what are things (sources and resources) we can use to teach pronunciation but then in reality it is impossible. It's not impossible the way

you can teach that (pronunciation) in school because there are many problems to teach pronunciation because when it comes to pronunciation it really involves listening and speaking and we can't be really involved in this. I don't think that we can teach pronunciation. So when it comes to listening and speaking the students must listen and then we need something for the students to listen. It cannot be the teacher herself standing in front of the class, then teach students pronunciation. We need some other materials right?"

(S3.2 – 442-450)

Suzana expressed her dependency on the audio equipment as she believes that she could only teach pronunciation as well as be a model of good pronunciation only to a certain extent. She could not handle too many teaching responsibilities and tasks thus, relied on equipment in order to deliver a pronunciation lesson.

"So teaching pronunciation has to depend on the teacher because the teacher is the only person who has to be part of the equipment now. O.k., so we are the person who has to do lots of things and then it's quite difficult. In reality it's difficult."

(S3.2 – 383-385)

Another challenge for Suzana was the limited time allocated for English Language lessons in a week. Teaching pronunciation, according to Suzana, requires a double period where in the secondary schools in Malaysia a double period lesson is usually between an hour to one and half hours. Her requirement of such duration is due to her preferred technique of teaching where she used a lot of drills as how she was previously taught in her schooling years and through listening skills using proper audio equipment. The drilling technique that Suzana claimed to use focused on group and individual learners especially learners with pronunciation problems. Perhaps diagnosing the problems required time as well as the drilling and the correcting process.

"They will follow the Malay pronunciation. So, what I did, I think I just did 4 or 3 times a year, I teach line by line (reading passage) and the rest of the class I will divide into groups. O.k, this group follow me line by line, with intonation. If you cannot follow me

with the intonation you have to go back to the first line. And you have to read again but then I cannot do it all the time because it will take about double period.”

(S3.1 – 424-428)

As a result of this, pronunciation is only taught when there is extra time where most of the tested skills have been taught. Although based on my observation in Suzana’s lesson, pronunciation is integrated in other language skills, Suzana explained she had to focus on a lot of other language problems that the learners face. The problems are mainly vocabulary, comprehension, translation as well as grammar. These are the problems that if not solved may affect the learners’ performance in the examination. Thus, to Suzana, the time allocated for the teaching of the English Language subject does not include the time required for teaching pronunciation.

“Interviewer: You only teach pronunciation when there is time.

Interviewee: Yes.

Interviewer: Otherwise, there is no time because you’ve got to focus on other things?

Interviewee: Yes. When they read the questions, and then we have to ask whether they understand and we have to tackle (deal with) whether they understand or not, and then we have to explain. Explanation I think takes time. And then we have to go through the questions again because mostly the students don’t understand the question. O.k. then we have to explain or translate, the they have to discuss the questions.

Interviewer: So, you do these, focusing on all the skills except for pronunciation because they are tested?

Interviewee: Because if I focus on pronunciation itself, it will take like,... let say if we have double period, so I don’t think I can finish teaching pronunciation in one period. And then, the second period, I can focus on, let say I can focus on reading comprehension whether they understand the expression. No, I don’t have time to do that.”

(S3.1 – 432-445)

4.1.11 Mary

She is different as she has the spirit of a dedicated teacher and this is interesting to the researcher because she is the only subject in this study that has no training at all in

teacher education or language education. She is also new to the teaching field as she has just entered her third year of teaching in a secondary school. However, she was the only subject who willingly volunteered to participate as the researcher was walking through the staffroom of an urban school in the Klang Valley, asking each English Language teacher if they would be willing to participate in this research. Mary sincerely wanted to help but was hesitant to volunteer at the beginning as she felt she did not have the relevant qualification as compared to the other trained English Language teachers to contribute her experience in this research.

Mary is a temporary untrained teacher, (GSTT – Guru Sandaran Tidak Terlatih) as labeled by the authority in education. Untrained teachers like Mary are temporarily employed by the district education authority to fill in the vacant teaching posts at the government schools. However to be accepted as a permanent teacher, Mary needs to teach for at least three years to be qualified to undergo the graduates' teacher training course at any of the local teacher training colleges for one year. Mary is entering her third year of teaching in the school but this is only her second year teaching English Language as during her first year of teaching she was given the Geography and Art subjects to teach. Mary has a degree in Business Administration from a local university. It was due to her parents' concern over the unsuitable working hours in the jobs that she applied for based on her qualification that made her finally decide to apply into teaching in school.

Holding a teaching position for the past two years has made her develop the passion for teaching. Even though she was assigned for the afternoon session, she was often found to be in the staffroom during the morning session to oversee learners' activities, train the learners for sports as well as consulting the learners in academic and social issues. Even the interview sessions were mostly conducted in the morning and the afternoon sessions were carried out in the evening based on her convenience. Mary had

never complained, or sighed over her commitments. She always showed pleasant gestures in dealing with her learners and the teachers.

Mary had a good relationship with her colleagues especially the senior teachers as referred by her, in mentoring her in coping with her workloads as well as teaching matters in terms of content and teaching methods. The senior teachers were her source of quick references to the guidelines, tips and ideas of teaching. This year marked her second year of teaching English. Previously she was given the responsibility to teach Art and Geography. Her ability to teach was challenged when she was given the responsibility to teach the remove students. This was because a few English Language teachers were away for their one year professional training. She was assigned to fill up the vacant post and took up the challenge of handling a group of remove students. The remove students were placed on a bridging programme to prepare them for the transition from the Vernacular School to the National School. The proficiency of these remove students were generally between the beginner level to the intermediate level. This made Mary's teaching responsibilities heavier as she must know the appropriate strategies to teach learners with low proficiency. These students also come from the primary schools which used their mother tongue mainly the Chinese dialects and Tamil as their medium of instructions in the primary school. Mary faces the challenge in preparing them for a transition of the medium of instructions in the national secondary school.

Before the observations were carried out, Mary explained that she would be stricter with the learners to discipline them and would use a lot of code switching to make the learners understand. It is a way of Mary indicating that teaching remove students is indeed quite challenging where she needs to impose discipline to her learners. The fact that she uses the strategy of using code switching with her remove classes proves that she believes the lack of proficiency among the remove students may

be her biggest obstacle. Thus, the fastest way to create understanding is to use the language that both Mary and the students understand, that is Bahasa Melayu.

Mary's voluntary participation in this research has shown the researcher her interest and commitment as a teacher in the school. She is not only a teacher who is passionate about teaching but she is also very active teacher who trains students in sports activities. This explains her attendance beyond the normal hours of teaching. Besides a sports trainer, Mary is also the teacher in charge of training the choral speaking group for interschool competitions. It was understood the school has won the interschool choral speaking competition a number of times. Mary was given the responsibility to train the choral speaking group since her second year in the school. Under her leadership and the help from other dedicated teachers, the school always emerged as the winner in the district level and had represented the district in the state level competition a number of times. Mary's passion towards teaching does not only reflect in her commitments in the classroom. In fact, her involvement in the school co-curriculum programmes proves that her personality blends well in the school environment.

4.1.12 Mary's Beliefs

Mary believes that in order to learn the English Language effectively, the basic language content should be learnt first. The basic language contents that Mary refers to are mainly grammar, pronunciation and vocabulary. Based on the background where Mary had received a totally different professional training from the teaching line that she is committed to now, Mary had used her schooling experience as her base for the beliefs that she possesses about pronunciation instructions. Her schooling experience was unfortunately not in support of a positive practice towards pronunciation instructions. She could not recall any pronunciation lessons that she might have gone through during

her schooling years. To support her lack of foundation on her beliefs about pronunciation, Mary had used her recalled experience of positive ways that had made her a successful English Language user. Besides her informal learning experiences, Mary confirmed that she had always interacted with her senior colleagues on the techniques of teaching as well as advice on matters related to classroom management.

Thus, based on the interviews and observations, the themes that are used to describe Mary's beliefs are 'Pronunciation Only as a Basic Skill', 'Catering to the Learners' Needs' and "Integration with other Language Skills".

4.1.12.1 Pronunciation Only as a Basic Skill

Mary understood the importance of pronunciation and agreed that it is a basic skill that a language learner must acquire to be proficient in the target language. However, the pronunciation skill, being the most basic skill of all the language skills, is appropriate to be taught first among or along the other language skills. Based on Mary's current situation where she was given the responsibilities to teach the remove classes, her beliefs that pronunciation should play a foundation role to learners' language learning is clearly evident. She felt that her learners must establish the foundation of language specifically pronunciation skills to develop confidence, proficiency and serve as a strong base for her learners' learning of the target language. According to Mary, her learners who are undergoing a transition of medium of instruction require crucial attention to the basic skills of the language. Due to the limitation of time she and learners face in preparing for the transition, Mary was forced to focus on accuracy of the language rather than in developing fluency among her learners. Her role as a teacher was more authoritative in delivering this objective. She felt that she needed to ensure the basic skills, namely pronunciation, grammar and vocabulary are given ample

emphasis through a lot of input from her as the teacher and learners need to regularly practice the input given by her.

“Actually they are supposed to learn pronunciation, master pronunciation during the primary school level in standard 1, 2 and 3. These are the times the students learn the basics of English. So, during this time, they should be taught how to pronounce each word so that when they come to secondary school, they can learn other skills besides pronunciation. Pronunciation will be less, will not be given that much of importance in secondary schools. Since these students are weak, they’re in remove, they have to start back from scratch.”

(S4.2 – 118-124)

Mary believes that the importance of pronunciation is naturally and automatically felt by teachers under several crucial circumstances. First, when the learners are new to the language where it serves as a foundation of learning a new language and finally, when the learners are weak in the language. Under the latter circumstance, the learners are sometimes perceived as beginners who needed strong guidance on the basics of the language perhaps more than that needed by beginners to the language.

“Definitely grammar you need to know and must have a strong vocabulary in English but pronunciation is very vital for the beginner’s level. For the beginners level. If I could train the students on pronouncing correctly, the words all correctly, later in form 1, they won’t have the problem saying the words. They will concentrate more on, o.k., I need to check on my grammar, I need to read more books to enhance my vocabulary. They wouldn’t have too much problem in that.”

(S4.2 – 280-285)

In Mary’s situation, she categorized her learners in the second group where they are mostly weak in the language and need a more forceful approach to get them to be ready to for the next challenging level in a very limited time.

“Before you brought up the topic, initially I concentrate more on pronunciation with the remove class. I never did this with form 1 and form 2 classes. I never do because these are good students. I only needed to concentrate on grammar skills, more on writing skills, more on other skills besides pronunciation. But I’ve been concentrating on pronunciation with the remove class since the beginning. Since the first day I entered the school.”

(S4.2 – 362-366)

Based on these, it was clear that to Mary, pronunciation is taught based on the needs of the learners. As a teacher, Mary understands the needs of her learners better. Thus to her teachers play a crucial role in the focus and selective of skill to be focus with the syllabus and examination requirements in mind. When asked whether pronunciation should be made a compulsory skill to teach, Mary felt that testing pronunciation skill is not a solution to create awareness among the teachers on the importance of pronunciation. Instead, the realization on the importance of pronunciation and building a strong foundation with pronunciation in mind should come within the teacher’s understanding of the development of proficiency and language learning.

“Interviewer: Do you agree if pronunciation is made as part of a skill that is to be tested, then only teachers would give more emphasis on pronunciation?

Interviewee: It doesn’t contribute much. Actually it depends on the student. If the student can use the language, there’s no problem in conversing as all assessments are communicative in nature. So, I feel the teachers should know that pronunciation comes first. So, whether there’s an oral assessment or not, the teacher should give importance to pronunciation while they are teaching the language.

Interviewer: So, it doesn’t have to be made compulsory component to teach and as a tested component. The awareness should come from the teachers themselves.

Interviewee: Yes, that’s the first important skill that should be taught to the students. If you don’t know the word, if you mispronounce the word, the whole thing will be different. That is the core of any language. The core of the language is you know how to pronounce the words. You have to know how to pronounce it then only you get the meaning of the word.”

(S4.2 – 227-247)

Based on these Mary strongly felt that pronunciation is not to be ignored especially for the early stages of learning as well as for remedial classes. The crucial part of pronunciation is that it is seen by Mary as the basic skill that need to be developed before other skills or hand in hand with other language skills. The awareness of teaching pronunciation should come from the teachers' understanding and knowledge of the language.

4.1.12.2 Catering to the Learners' Needs

In the first few interviews conducted with Mary, she claimed to focus on pronunciation in her English Language lessons and acknowledged the importance of pronunciation especially because it is focused on in the oral examination. Due to the low proficiency among most of her learners, she also believed that it is essential for them to brush up their pronunciation skills so as to build a good foundation of the language. This could be due to the fact that teaching the Remove Classes has made her understand that the goal for the English Language lessons is to build a strong foundation for her learners. However, given the fact that pronunciation is given less emphasis in the examination, Mary had moved her teaching focus on to grammar. Just like many language teachers, Mary believes that grammar is the foundation of learning the English Language. Although Mary was somewhat frustrated about the limited time allocated for English Language lessons in the secondary school, and commented how she would rush through her lessons, in her Remove Classes, she had given more emphasis on the most important basic skills such as grammar and pronunciation.

“Ha...that was different but teachers nowadays, we have to race against the time, we have to do this and that. So, for me, teaching remove I don't do that, For me, I must make sure they understand or not. That is why I of course, I stress on pronunciation at the same time they must understand the meaning, then only they can use the word.”

(S4.1 – 50-54)

In this excerpt, Mary seemed to show concern in catering to the needs of her low proficiency learners. It is the practice of many ESL teachers to first consider the level of their learners before selecting the level of the tasks as well as focused areas. In Mary's case, she had decided based on her learners' level, building and working towards improving the learners' basic language skills such as grammar and pronunciation would be beneficial for her learners before advancing to the higher level. Based on the lesson observation, her focused areas in grammar was however more evident in her lessons. Although she professed the importance of pronunciation as also being a basic skill to learning a language, Mary perhaps lacked the knowledge of the content and pedagogy of pronunciation. This has limited her focus to only on grammar and pronunciation, if focused on, was merely on the basic sound systems of vowels and consonants.

Mary has compared her school days experiences as a learner to her experience teaching English Language now in terms of the allocation of hours for the English Language lessons. She claimed receiving sufficient as well as quality input during her English lessons during her schooling years. The teachers' approach seemed to suit her idea of the appropriate way to guide a learner to learn the English Language. Her teacher's approach worked for her. Based on her description of an ideal approach she had experienced, she had perhaps used this experience as a basis of idea that the foundation of language needs to be provided to the learners to enable the learners to progress to a higher level. When she said that her teacher helped her to generate ideas when she had to write a poem, this probably implied to kind of help she feels appropriate to be given to her learners.

“Almost everyday I have English when I was in Form 1. I couldn't remember my primary years because I was moving around, too many schools I shifted. Why I can remember form 1 because I stayed in one place for two years. And then 3 years, I was here, this school. So, I can remember more on my secondary school. Almost every day I'll have English, almost everyday. What year was that? 1998. Form 1. Almost every day the teacher guided us, how to write a poem. How to start. What are the things that

you can think when you write a poem. She actually practically taught us, how to come up with ideas.

(S4.1 – 45-50)

4.1.12.3 Integration with Other Language Skills

Mary worked very closely with the textbooks. She found the textbooks a great help and guide for her. This could be due to the lack of training that Mary was exposed to. In fact, her only sources of training were her colleagues and the relevant documents in her possessions; the syllabus and the textbook as well as her own resources in the form of reference books. In terms of the content of pronunciation taught to her learners Anita used the textbook as her guide for the selection of content. However, she did not teach all the content of pronunciation. She used her discretion on the content that would benefit and help the learners in building a strong foundation of the language and tried to integrate the content with other skills focusing on accuracy such as grammar and vocabulary through reading exercises. Besides that, her choice of content was based on the learners' needs. When she felt that the learners had problems on certain aspects of pronunciation especially in terms of segmental features, she would spend a lesson to remedy the problems through spelling exercises. In fact, according to Mary, she often had spelling exercises at the end of certain topics to check the learners' understanding as well as performance of the previous lessons.

“Interviewer: So, when you teach pronunciation, do you actually teach based on what the students, what you think the students need to know or based on what is actually stated in the syllabus?

Interviewee: Both. The lesson that I conducted that day, I followed the book. O.k. there are some things the students need to know. At the same time, I followed the book, o.k., these things, they will be helpful for them. If I, let say if I think they need extra other things, other activities, other kinds of exercises, then I'll give them spelling.”

(S4.1 – 410-415)

Mary believes that the teaching of pronunciation can only be carried out through integration with other skills. She strongly felt that pronunciation is related to other language skills in many ways therefore making it impossible to be taught separately. Perhaps this belief came in mind with the notion that language is seen and learnt as a whole for the purpose of communication. This belief could also derive from the lack of knowledge on the content of pronunciation and how it should be taught. Dealing on the content of pronunciation explicitly requires the teacher to have a good understanding of the aspects of pronunciation and Mary might be lacking in that sense.

“Interviewee: For me, teaching remove, I don’t do that (teach how to write a poem – spend time teaching all aspects of the language). For me, I must make sure whether they understand what I taught. That is why of course I stress on pronunciation and at the same time they must understand the meaning, then only they can use the word.

Interviewer: So, it cannot just be on pronunciation only? You also need to focus on the meaning.

Interviewee: Yes. The meaning. Connotation. The meaning of the word. So, if they don’t, if they mispronounce the word, the whole idea will be wrong. In a sentence, let’s say, /rice/, they’re supposed to say /rice/, but my students will end up saying it as /lice/. So, the word, emphasise on words, alphabets, and then we go one by one. Pronunciation and then meaning of that word.”

(S4.1 – 52-62)

Mary’s idea of the integration of pronunciation skills is that, it is carried out through the traditional techniques, mainly through drilling or repetition. Reading was her choice of skill that could be integrated with the highlight of pronunciation component. This skill was selected as learners could practice the English sounds through reading aloud and it is carried out repetitively. When learners make mistakes in certain sounds, learners will be drilled through saying the sounds repetitively. The focus is definitely on accuracy.

“Interviewer: Usually, what are the suitable skills that can be integrated with the teaching of pronunciation?

Interviewee: Suitable skills... reading, reading a text. You read a paragraph. If you have a text with three paragraphs, so you read the paragraph, each paragraph at least 5 times and then you drill the students on each sentences correctly.”

(S4.2 – 65-69)

Through reading aloud Mary expected that the learners could practice the suprasegmental features, mainly on intonation without explicit dealing with intonation or emphasis when errors were made. Unlike when errors on segmental features were made explicit dealing with the corrections were made through repetitive drill. This perhaps proves more focus was on the segmental features and this could be due to the lack of knowledge on other aspects of pronunciation that could be given emphasis in the lesson. Mary used herself as a model of the intonation where the learners should imitate her expressions when reading aloud the text. The yardstick to correct pronunciation features both on segmental and suprasegmental are based on her perception of correct pronunciation of words and meaning was understood.

“Interviewer: Do you just emphasise on the correct pronunciation or do you emphasise on sounding real. Rather than sounding monotonous?

Interviewee: At first it was monotonous. Students tend to read it monotonously. Of course some with some expressions. I emphasise more on pronunciation. When I read it out, I read it out with my expressions. Some of them will follow my style. Some of them will read monotonously. It’s normal because for me, as long as they can pronounce the word correctly and they can understand the meaning of the word, enough.

Interviewer: That’s more important rather than expressing the right way?

Interviewee: That’s more important because these students in this level, it is a big thing for them. It’s already good when they could pronounce and read the sentence correctly although they don’t express it with expressions, intonation, and all.”

(S4.2 – 70-84)

The best technique to teach pronunciation according to Mary, is to get the learners to imitate the teacher's pronunciation. In this view, Mary indirectly indicated the importance of the teacher to model the appropriate pronunciation. Mary was more receptive to the use of local accent and did not emphasise the need to converse in a native accent. Therefore she is comfortable in using herself as a model of a good speech. The imitation technique appears to be the easiest and the fastest way in dealing with pronunciation errors that might occur during a speech or an activity; reading aloud mostly. This technique is seen as an easy technique especially in error correction as it is done instantly as errors were made and teachers do not need to spend time giving additional written exercises and tasks as a way to get the learners to remedy their mistakes.

“So, the best way to teach pronunciation is by imitating a person. That's the easiest way. Where else for grammar, you have to emphasise why you use the word 'the', when you use the word 'the' or what are the criteria. So, you are practically teaching them step by step what to do, drill them many times on that. Then only they will recap. And then you have to give a lot of excises on that. Where else, pronunciation, no. It's very easy, you just have to imitate how the teacher says it.”

(S4.1 – 429-434)

She found the imitation technique not just the easiest but suitable for the level of her learners. As she has generally a majority of average to weak learners, she found the imitation technique, as well as reading aloud, helpful for the learners. She felt that the learners needed guidance to correct pronunciation and as a model of the target language guiding the learners by pronouncing correctly help the learners to learn pronunciation better and faster. Reading aloud after the teacher provided the learners with ample support to accuracy and fluency otherwise the learners will make mistakes and more time is needed to remedy the mistakes.

“Interviewer: How do you find reading aloud and repeating after you a good method for your students?

Interviewee: First, it’s the easiest way to make them understand at their level. So, I find it easier. Second, they are imitating whatever I’m saying. So, I find it very easy compared to reading on their own. Sometimes, they don’t know how to pronounce the word, so, no point if they read it on their own. So, it is better to read aloud and repeat after me, whatever I’m saying.”

Interviewer: So, that’s the easiest method and that’s the common method that you used.

Interviewee: For that level, for the remove students.

Interviewer: How do you find the level of the students?

Interviewee: Moderate... moderate. Not all of them are able to recognise the words. Not all of them. Though they know how to spell but they don’t know how to say the word, pronounce the word correctly. The common mistakes I find in my classes are the word ‘while’. They don’t know how to say it. They say it as /will/.

(S4.2 – 4-16)

Mary believes that integration is the approach that is suitable for her learners as far as her knowledge of pronunciation and pedagogical knowledge of pronunciation goes. Her approach could be influenced by various factors during her schooling experience as well as the short experience of teaching in a secondary school. The experience as a teacher was then influenced by the senior teachers in her school who guided her through her teaching. The surrounding of the school too perhaps played a role in shaping her approach to teaching whether it was a supportive surrounding or otherwise.

4.1.13. Mary’s Classroom Practices

Mary’s limited professional training as well as experience in teaching was perhaps some of the reasons for her decision in opting for a traditional approach to teaching. Her lessons which were observed showed her emphasis over the teaching of

the grammatical forms. This could be as a result of the low proficiency of her learners. Pronunciation was taught in integration but mainly revolves around the grammatical items.

Based on the second research question that seeks to investigate Mary's classroom practices of pronunciation instructions, the following question guided the discussion.

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?

Themes are given based on the analysis of findings and are presented in the following sections. The themes that discussed Mary's pronunciation teaching practices are 'Key Challenges' and 'Focus on Basic Content Skills for Accuracy Through Traditional Techniques'.

4.1.13.1 Key Challenges

Similar to the previous cases, Mary too faced several challenges in the teaching of pronunciation. These challenges influence the level of emphasis given to the teaching of pronunciation as well as the approaches to teach pronunciation whether integratedly or explicitly. Most of the challenges faced by Mary were as a result of the stated syllabus, school policy and resources, examination policy as well as learners' condition and acceptance. Interestingly the teacher factor also played a role in facing the challenges which include teachers' knowledge of related areas and skills. Mary coped with the knowledge and skills of teaching mainly based on her experience as a learner during her schooling years and her limited experience as a teacher. Her situation itself has provided the biggest challenge in her teaching of pronunciation. Nevertheless, Mary had to also cope with other challenges surrounding her in teaching pronunciation in the

target language. Based on the analysis, it was evident that Mary faced obstacles in terms of time factor, learners' background as well as the lack of resources.

Time was highlighted as one of the main factor for sidelining pronunciation in the English lessons. As claimed by Mary, the time allocated for the teaching of English Language had to be shared among the many subjects that are offered for the learners. As a result, each subject is only allocated 35 minutes per lesson and English is allocated 5 slots in a week where they had 2 double periods and 1 single period in a week. This means that English is not taught on a daily basis. Due to the limitation of time, personal attention to the learners was almost impossible unlike as described by Mary, her experience as a secondary school learner where her English teacher was able to spend more time on individual learners. The comparison was made to perhaps show the lack of quality time spent on learners now which made them focus on the more important aspects of the language especially for exam purposes.

“Interviewer: What was her style of teaching if you could remember?

Interviewee: She was very strict, she was very strict but at the same time when she gave us any work, she will go one by one. She will go one to one with each student. So, she was very approachable. When she came and met you personally, at least you can express your difficulties to her, ‘teacher, how to do this, how to write the word, how to put the word’, so she assisted us personally. I like that kind of approach. But nowadays, our time is 35 minutes only for 1 lesson, very difficult to go one by one. So, at least we go group by group. That time was very different.”

(S4.1 – 115-122)

In Mary's lessons, the integration of skills taught in one lesson was evident. She commented that one of the reasons for the integration was the limitation of time. Pronunciation being a skill that was given less emphasis could only be taught in integration as time only permits for the teaching of other language skills and content. In most of her lessons, it was observed that even though the integration of pronunciation

skill was evident, her main focus was on grammar skills where the practice activities led to grammar post activities. There were no follow up activities related to pronunciation exercise.

“Interviewer: I found that you always combine pronunciation with grammar and speaking skills. For example, in one lesson, you taught them ‘likes’ and ‘dislikes’.

Interviewee: Uhuh...likes and dislikes.

Interviewer: You also emphasized on the use of ‘and’ and ‘but’. And then last week you taught them how to use singular and plural.

Interviewee: Ah! Singular and plural.

Interviewer: Is this how pronunciation should be taught? With integration of other skills rather than teaching it as a separate skill?

Interviewee: I feel this way is better, rather than teaching them separately because we don’t have the time. With this, we could teach them at the same time, the grammar content, at the same time we teach them how to pronounce these words. So, balanced. All in together.

Interviewer: So, the reason for you to integrate is the time factor?

Interviewee: The time factor. Definitely the time factor. Not enough time in teaching separately only on pronunciation.

(S4.2 – 44-59)

Another challenge faced by Mary was the level of her learners which were basically the lower intermediate level. This challenge was not a reason for Mary not to focus on pronunciation, instead due to the level of her learners she found that pronunciation should be more emphasized. Her learners’ ability in using the language however, appeared as a challenging factor for her. This situation contributed to her dilemma where she was forced to help the learners build a strong foundation of the basic skills which include pronunciation and at the same time prepare them for the development of other skills for fluency and examination.

“Interviewee: Definitely, grammar you need to know and must have a strong vocabulary in English but pronunciation is very vital for the beginner’s level. If I could train the students on pronouncing correctly, the words, all correctly, later in Form 1, they won’t have the problem saying the words. They will concentrate more on grammar and vocabulary. They wouldn’t have too much problem in that.

Interviewer: You have to get them prepared.

Interviewee: Yes, prepare them. They’re supposed to be prepared earlier but they were not. So, this is the time for me to prepare. So, I’m using my time.

(S4.2 – 280-288)

The fact that the learners in her remove class were from vernacular schools, they were used to using their mother tongue as the medium of instructions and they come from the Chinese or Indian background and Mary felt it was difficult to get the learners adjusted to instructions in the English Language. This has prompted her at times to use Bahasa Malaysia as her medium of instruction as both groups of learners as well as Mary were more comfortable and they could understand one another better. Perhaps the difference in terms of background appeared as a challenge for Mary as she was faced with different problems in pronunciation as a result of the influence from different first language among the learners.

“Besides time, the students themselves. Students with different background. Sometimes they don’t understand what I’m teaching. Sometimes they don’t know. So I have to go with them one by one. I have to prepare things more simple than what I’m teaching now. O.k., students background, if they are so used to their mother tongue, then English will be a difficult language for them to adapt.”

(S4.2 – 292-295)

Mary also spoke in a different point of view for teachers who teach the good learners or learners of a higher proficiency where pronunciation was not one of their focus areas in the teaching of English Language. Perhaps this was based on an

assumption that pronunciation remains a basic skill that is learnt and taught for beginners and its emphasis at a higher level is incorporated almost invisibly in other language skills. Mary on the other hand was faced with learners with a lot of disadvantages in terms of their proficiency and realized the need to emphasise on the basic skills.

“Yes, it should be made a compulsory component for those who are not aware of the problems but we teachers are teaching, like myself, in remove classes we are aware of it, like students, they don’t know how to say the word, how to read, so we emphasise more on pronunciation, where else, other teachers, no. If it’s a lower secondary, form 1 and form 2, not much importance given to pronunciation.”

(S4.2 – 372-376)

The final challenge was the lack of audio visual equipment. If the facility was provided and easily accessible, Mary claimed that she would use listening CDs to teach pronunciation rather than using the traditional drilling techniques. The availability of materials and equipment would perhaps encourage Mary to be more creative in her teaching approach to the teaching of pronunciation.

4.1.13.2 Focus on Basic Content Skills for Accuracy through Traditional Techniques.

The focused skills in Mary’s teaching of English Language were the basic content skills mainly grammar and vocabulary. Other related language skills including reading and writing were incorporated and occasionally guided speaking through drills. The absence of assessment in pronunciation where the remove learners do not have oral test, contribute to the limited focus on pronunciation as compared to grammar and vocabulary. Although pronunciation was incorporated in various traditional techniques in Mary’s classes, it was observed that the focus of her lesson was mainly on grammar.

Throughout the lessons observed, Mary has stressed pronunciation through her grammar lessons mainly in terms of the singular and plural forms. She has also focused on the segmental features on the difference between the /s/ and /z/ sound in nouns. There were also occasional practices of various vowel and consonant sounds only when the learners make mistakes in pronouncing the words or when Mary felt that the learners were not very accurate in pronounce a particular word or might have problems in pronouncing the word.

Teacher: O.k number three.

Students: Jessica dislike reading.

Teacher: Dislike or dislikes?

Students: Dislikes.

Teacher: Dislikes, ah, you much stress the 's', must pronounce the 's', o.k.

Students: Jessica dislikes reading..

Teacher: Dislike or dislikes? Must pronounce the 's'. O.k. everyone, 'dislikes'.

Students: Dislikes.

Teacher: Dislikes.

Students: Dislikes.

Teacher: Don't say 'dislike' 'dislike'. It's wrong! Must pronounce the 's'. 'Dislikes'.

(S.L4.1 – 242-253)

In this lesson, the emphasis was on the formation of singular and plural forms of verbs. Embedded in the content was the addition of the /s/ sound in making the verbs plural, thus making it a necessary focus on the pronunciation of the /s/ sound to establish the correct use of grammar form in a sentence. However, the emphasis on the distinction of the sounds was made only when the learners made mistakes in pronunciation rather than an explicit exercise or task focusing on producing the distinct sound.

Besides the emphasis on the /s/ sound, Mary also highlighted the difference in the pronunciation of plural forms between the /s/ and /z/ sounds in certain plural nouns. The practice was conducted in a form of oral drill where Mary demonstrated the

pronunciation of each word, emphasizing on the distinct features of the /s/ and /z/ sounds and the learners imitated after her. As a follow up of this oral drill, Mary had conducted an exercise on discrimination of sounds where she read a list of nouns in plural ending in /s/ and /z/ sounds and the learners needed to identify the difference of sounds by indicating in the written list in their textbook.

Teacher: O.k., now, let's pronounce together. /pens/ (pens)

Students: /pens/ (pens)

Teacher: /dɒls/ (dolls)

Students: /dɒls/ (dolls)

Teacher: /keɪks/ (cakes)

Students: /keɪks/ (cakes)

Teacher: /gɜːls/ (girls)

Students: /gɜːls/ (girls)

Teacher: /swiːts/ (sweets)

Students: /swiːts/ (sweets)

Teacher: /stɑ(r)s/ (stars)

Students: /stɑ(r)s/ (stars)

Teacher: /teɪbls/ (tables)

Students: /teɪbls/ (tables)

Teacher: O.k. These are the /s/ sounds. At the back, can you hear the /s/ sounds?

Students: Yes.

Teacher: O.k. These are the /z/ sounds.

Students: /z/.

Teacher: /z/ /z/. Now, /bɔɪz/. (boys)

Students: /bɔɪz/. (boys)

Teacher: /bɔɪz/. (boys)

Students: /bɔɪz/. (boys)

Teacher: The sound is slightly thick. Can you hear. For girls, it's /gɜːls/ (girls), if boys, /bɔɪz/ (boys). /taɪz/ (ties).

Students: /taɪz/ (ties)

Teacher: /taɪz/ (ties)

Students: /taɪz/ (ties)

(S.L4.1 – 492-516)

In most of Mary's lessons, the mechanical drill technique was regularly used. She believed that the drill technique was a solution to help weak learners to overcome their problems in learning the language. The technique appeared as the easiest technique for weak learners to use and perhaps help them to remember pronunciation of words

better and learn the language faster. The communicative activities require proficiency of the language from the learners and weak learners are disadvantaged of this ability, therefore she felt drill was a suitable technique to be used for the less proficient learners. Her lack of knowledge in other optional methods could also be a reason for the frequent use of the drill technique.

Another traditional method used by Mary was the reading aloud technique. The reading aloud was carried out individually and as well in groups. Again, the corrections of mistakes were made frequently through drilling of the words based on her pronunciation. It was also observed that when the group reading aloud was carried out, the errors made in pronunciation were more tolerated by Mary where she only highlighted the mistake and did not put the learners through the mechanical drill. Another technique used based on reading aloud was imitation of a sentence which was pronounced word by word by Mary and followed by her learners. When the learners made mistakes in pronouncing a word, Mary repeated the word and her learners imitated until they have pronounced the word correctly based on Mary's evaluation.

Teacher: O.k, listen to me. My brother. O.k. read together.

Students: My brother.

Teacher: Prefers.

Students: Prefers.

Teacher: Collecting

Students: Collecting.

Teacher: Collecting.

Students: Collecting.

Teacher: /ko/ collecting or /ke/ collecting?

Students: /ke/ collecting.

Teacher: My brother.

Students: My brother.

Teacher: Prefers

Students: Prefers.

Teacher: Collecting.

Students: Collecting.

Teacher: Match boxes.

Students: Match boxes.

In this example, Mary had repeated the sentence “My brother prefers collecting match boxes” the second time to indicate a fresh start without error in pronunciation after confirming the correct pronunciation with the learners. Based on this example Mary’s aim in carrying out the imitation exercise was to achieve accuracy in the pronunciation. Accurate pronunciation meant correct production of the segmental features based on Mary’s perception of the accurate phonetics sounds.

Occasionally Mary was also found using the phonetic transcription in her lessons in demonstrating visually the sounds of certain phonemes. Although some of the transcriptions written on the white board were not accurate in terms of the writing of the correct symbols, according to Mary it was a way to show her learners who were not able to hear the distinction of sounds on the exact sound that need to be produced.

“Students: /kal/ Calf.

Teacher: Calf.

Students: /kalf/ Calf.

Teacher: Like this. (Writes on the board /kaf/) /kaf/.

Students: Calf.

Teacher: Calf.

Students: Calf.

(S.L4.2 – 178-184)

Based on this example, the learners encountered with a problem where the learners were confused between the written word ‘calf’ which was perceived to have consonant clusters /lf/ and how it should be pronounced. In solving this problem, Mary has used the phonetic transcription to show that the consonant cluster is represented by only one sound by writing it in a phonetic transcription.

4.1.14 Linda

Linda, a petite and soft spoken teacher is the last participant of this research. Linda always shows a prim and proper manner every time the researcher meets her. She is very careful in everything that she does and says. At the first meeting with her, the long wait and opportunity to observe her in the staffroom revealed the kind of person she is. During the first visit, she was in the midst of discussion over a timetable matter with several teachers. She was seen sorting out some problems with the timetable. It was evident that she was careful and meticulous in her work when she managed the timetable with a few other teachers. After waiting for almost an hour, Linda was ready to discuss appropriate schedule for the interviews and observations of this research. Even though Linda was probably drained out after a discussion of the timetable, she was sincerely attending and catering to my requests. The negotiation with her went very smoothly as it was easy to fix dates that are convenient for both the researcher and Linda. However, Linda had a slight hesitation for allowing the researcher to observe her for a longer period. She preferred the observations to be carried out in a month where the researcher was welcomed to enter her classes as often as possible. She was afraid that her learners may get disrupted if a visitor stayed in her classroom for a long period of time. After persuasion and negotiation, she then agreed over several selections of lessons appropriate for the observations.

Linda is an experienced English Language teacher although she does not have a high qualification in teaching English Language. She had undergone a one year graduate's teacher training program at a teacher training college in Malaysia and she has taught English Language and other subjects in several secondary schools in Malaysia for 16 years. Linda admitted having the passion for teaching and was encouraged by her mother to be a teacher. It was her first intention to apply into a teaching course but her application was unsuccessful and that made her to decide to take up a degree in

Business Communication at a local university in Malaysia. Due to her unfulfilled passion for teaching, however, she applied again into the teacher training program, but this time into a shorter program that required her to just undergo a short training to be employed as a teacher as she has already obtained a degree in Business Communication. The application was sent during the last semester of her final year degree. She was lucky time was not wasted that the application was successful and she managed to enrol into the teaching programme immediately after she completed her degree. She then taught at several schools in the East and West of Malaysia and had the opportunity to teach learners at various levels of proficiency and ability. Her experience teaching at 5 schools has made her an expert in understanding and adapting to the administration, policies and requirements of the school, syllabus and learners. She has taught in rural areas with limited facilities and less proficient learners and areas where learners are proficient in the language as well as a smart school which is fully equipped.

To her learners, Linda is an approachable and considerable teacher in her own way. As she is one of the elderly teachers in the school, the learners viewed her as having a different and conservative approach towards teaching and relationship with the learners as compared to a few young teachers who are perhaps more understanding towards young people.

4.1.15 Linda's Beliefs

Linda's beliefs on pronunciation instructions show her distant treatment towards the pronunciation skills. The lack of exposure and knowledge in teaching pronunciation and understanding of the technical aspects of pronunciation could be the factor which led to the lack of focus given in pronunciation in her daily lessons. In the interviews conducted with Linda, she was careful as not to imply any negative perception towards the teaching of pronunciation by showing her support in any efforts made by learners

who wish to improve their pronunciation skills. Linda's focus of her English Language lessons was clearly dictated by the requirements of the syllabus and the examination. Like most ESL teachers, to Linda, grammar is a compulsory skill to be taught to the learners regardless of their level of proficiency.

Thus, based on the interviews and observations, the themes that are used to describe Linda's beliefs are 'Encourage Improvements', and "Focus on Grammar".

4.1.15.1 Encourage Improvements

Linda did not show any reservations to the teaching of pronunciation. In fact Linda expressed the importance of pronunciation in learning English Language. She acknowledged the importance of pronunciation in a learners' speech and the advantages of pronunciation to the learners learning of the language. This is reflected in her comments where she mentioned that she often advised her learners to use the appropriate pronunciation and had no restrictions to any particular accent that the learners are exposed to. According to her, if the learners are exposed to foreign accents, she would encourage the learners to speak in the accent as it was seen as an advantage to the learners.

Interviewer: O.k. going back to the native accent American and British accent. How important is it for your learners to have to acquire that kind of accent? Is it important to speak like the British or the Americans?

Interviewee: Well, if they are very proficient, why not? If they can go for it, it's good, they speak in that accent. Then, but some of the Malaysians will laugh at them. It doesn't matter, if they go internationally or globally at least they can converse with people more confidently. So, if they can't, if they don't have the ability, we just speak the normal way.

(S5.2 – 405-411)

In her comments of encouragement, she also indicated possible negative response of the public in using foreign accent. That has indicated some reservations to acceptance of foreign accent and the use of a foreign accent in her lessons. Perhaps it could be due to her local accent which is the only available model to her learners in her lessons. However, she did not show total rejection of the foreign accents if the learners have acquired the accent. This led to the indication of the acceptable model in her lessons that is the local accent. Linda had a mixture of average and weak learners in the class observed. Perhaps a local accent may suit her learners' level better.

When asked if pronunciation should be made a compulsory component to teach as it is tested, Linda showed a positive response to it. She believed that it would benefit the learners in building the confidence in the learners to speak. She felt that learners should be made aware of advantages in knowing the proper pronunciation so they could be better speakers. To Linda learners have the rights to be exposed to all components of the language so that they will understand and aware of the strategies to be a good language user. This means that besides the knowledge on grammar and vocabulary, pronunciation knowledge and practice make learners become better users of the language.

“Yes, I like it because I think it should be emphasized because we must learn the correct way of using the language. So, one part is pronunciation. So, you must know how to pronounce things for you to speak. So, I think I will agree to it if they teach pronunciation as an emphasis and introduce to the students, and it is tested. It's good. So, at least, students will be aware you know, how to speak, how to pronounce”.

(S5.2 – 88-92)

Linda also agreed that pronunciation contributes to the improvement of listening skills. Learners will have better exposure to various types of English spoken throughout

the world and this perhaps lessen their fears when listening to other types of English and develop confidence in communicating with speakers of various backgrounds.

“Because it will help them a lot in listening and speaking, you know. They can understand what others are saying and then, they themselves, can speak well and pronounce properly and they, it will build their confidence to speak in the public without fear. I think one reason they are not speaking is they don’t know how to say things. So, if they learn up the correct way, why not. They all will be so happy and confident speaking”.

(S5.2 – 113-117)

Based on these, Linda showed full support for the teaching of pronunciation although pronunciation teaching was rarely taught in her English Language lessons. Although Linda is an experienced ESL teacher, her belief of pronunciation instructions remain the same throughout her teaching career, where pronunciation was given the back seat. The contextual factors mainly the syllabus, examination policy and the school environment had no influence over her beliefs of pronunciation instructions in terms of encouraging a positive treatment towards pronunciation. Her belief that pronunciation is important and that learning of the skill should be encouraged were insufficient in instilling a positive belief about pronunciation instructions. This situation could also be due Linda’s lack of realization on the positive impact of formal pronunciation instructions in the classroom.

4.1.15.2 Focus on Grammar and Writing

Linda lacked knowledge of the theoretical and pedagogical aspects of pronunciation as since schooling as well as during her teacher training, grammar became the focus of learning English Language for Linda. This was confirmed by her when she mentioned the main focus on grammar during her teacher training. Due to the

limited duration of her teacher training she was only exposed to basic knowledge of language and pedagogy.

Interviewer: What about your own knowledge on pronunciation? Were you taught anything on phonetics and phonology when you did your KPLI?

Interviewee: Very little. Because the teacher, the lecturer who taught us, he likes grammar so, every time he comes in for linguistics he'll do grammar components you know, and then he'll tell us get a good dictionary with phonetics and the linguistics components in it. So get it and he'll tell us use the bracket there to use how to pronounce. So, that's what he normally did and then he said 'go back and do a small note book',...certain...the phonetics, you know, so like the symbols and all that, so then he said 'that way it will help you to pronounce certain words.

(S5.1 – 389-396)

During Linda's schooling years, grammar learning was also more emphasized in comparison to other language skills and content. She was also inspired by her school teachers' teaching approach where she used an authoritative approach. However, during observations, the approach that Linda used to teaching did not reflect the experience she went through during her schooling years. She was seen more approachable for her learners although there was a lot of evidence of traditional methods used in her approach to teaching pronunciation mainly through reading aloud.

"That's how I learnt (laughs). Because my teacher always, my secondary school teacher, primary not so, I can't remember, may be, they drilled us more on vocabulary like what you said, pronunciation and how to come up with things but as far as I know when I went to my secondary school, grammar was very important, you know, like error identification, and then ours was like I said communicational syllabus so, they give you the situation like you must come up with the answer, what can you do to overcome this situation, so, you have to write. Mostly on writing you know, ours, so you've got to acquire the grammar skills for you to answer all those questions otherwise your marks will be always down. So I learnt the correct way la. That way, I learnt".

(S5.1 -512-519)

Linda confirmed her belief that pronunciation is crucial in her lessons. Her learners needed more focus on grammar as most her learners lack proficiency in the language and to Linda grammar seemed to be a contributing factor to the lack of proficiency among learners. Thus, she admitted to allocate more lessons on exposing the learners to grammar aspects as well as practice.

Interviewer: Personally you know, out of the skills and the language content, vocabulary and grammar, as a teacher, based on your experience as an English teacher which skill is the most important skill for someone to be good in the English Language?

Interviewee: A good question. I feel, grammar, grammar component, very basically they must know grammar correctly, that's why every time I go into class I must make sure that they learn the proper way of making a sentence. In grammar, they should know how to use, present tense, past tense and then the verb, SVA, the models they use, things like that. So I focus more on grammar aspects you know. And vocabulary is also important or them to write. So, they must know the meaning of words, the correct use of vocabulary. But mostly I emphasise on grammar first because if they cannot come up with a sentence structure properly then they won't feel confident to speak and also their written work will be very distorted, you know, so I always make sure I teach them the grammar components then only I give them work.

(S5.1 – 497-508)

Another area of focus in Linda's lessons was the writing component. Although she mentioned her preference in teaching the speaking skills, she expressed the difficulty to get her learners to communicate in the language due to lack of proficiency. To teach the speaking skills requires more time spent guiding the learners to produce certain speech however, due to time constraints and the main focus in getting through the important examinations, thus focus had to be given to tested skills. As a result, writing became one of her main concerns for her lessons.

Interviewer: What skill do you actually focus in your teaching? What is the most important skill for you in your teaching?

Interviewee: In my teaching ah, actually I would like to emphasise on speaking.

Interviewer: O.k.

Interviewee: But then students hardly open their mouth to say something you know, because they are very shy and they don't come forward to speak. But the good class, yes, they do, they do speak, so it's good. So, at times I give them work like discussion, group discussion and then come and present, things like that. But basically I'm more focus on writing.

(S5.1 – 480-487)

4.1.16 Linda's Classroom Practices

Linda sees time factor as the reason for not integrating pronunciation in her ESL lessons. This may seem as a common reason for ESL teachers including Linda for the lack of focus on pronunciation. Other language skills and contents were perceived to be more beneficial and crucial for their learners to acquire. Although Linda did not imply a total negligence towards pronunciation, she felt that there are a lot of constraints to incorporate pronunciation into her ESL lessons. Thus, to Linda pronunciation was not entirely ignored but taught incidentally.

Based on the second research question that seeks to investigate Linda's classroom practices of pronunciation instructions, the following question guided the discussion.

- 2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?

Themes are given based on the analysis of findings and are presented in the following sections. The themes that discussed Linda's pronunciation teaching practices are 'Incidental Teaching of Pronunciation' and 'Key Challenges'.

4.1.16.1 Incidental Teaching of Pronunciation

There were instances of pronunciation instructions in Linda ESL lessons that were delivered through the a traditional approach. There was no direct approach to the teaching of pronunciation in her English Language lessons, where a certain aspect of pronunciation was explicitly taught. In fact there was no mention of any segmental features or suprasegmental features in any of the stages of the lessons observed. Her approach to the teaching of pronunciation was observed through reading aloud activities. In her first lesson, she had selected learners read aloud a short story according to paragraphs. Her second lesson was also a reading aloud of poems and pronunciation was dealt with through repetition of correct pronunciation of words selected by Linda.

Linda confirmed that reading aloud and repetition after the teacher as her strategies that she often used when dealing with pronunciation. This was perhaps the only strategies to her knowledge of how pronunciation was to be taught.

“Interviewer: So, those were the methods used in teaching pronunciation when you were in school, reading aloud, drilling, so you are still using those methods to teach pronunciation.

Interviewee: Yes, correct.

Interviewer: Are there any other methods you use in teaching pronunciation?

Interviewee: No, basically, I will use the reading aloud and then drilling them, and then telling it over and over again.

Interviewer: When you say drill, how do you drill the students?

Interviewee: Ya, because I put the words and the board and then I go through the words so, I ask them to repeat the word, and then, that way, and then I ask them to copy in the book, so, they must know the words in order for them to write the correct spelling and then I check la whether they have done it correctly.”

(S5.1 – 571-581)

This modeled her previous learning experience in school of how pronunciation was approached. Reading aloud and repetition seemed to be the easiest method to follow and getting the learners to read aloud individually provided Linda a quick review of her learners' performance in pronunciation. Time constraints stopped her from explicit teaching of pronunciation. The fastest feedback was through immediate correction if learners made mistake in pronouncing certain words. Based on that approach, Linda believed that pronunciation component was dealt with and she could move on in focusing on teaching the skills that are tested in the examination.

“Actually, she won't stand up you know, she will sit. She'll ask you to read, and then when you make mistake, she said, 'you stand up and now, say it again'. If she cannot hear she'll ask you to read aloud and then she do teach but then her way of correcting your books very tedious. So, with all the, you know, the thing like spelling she'll put 'sp' and she'll put 3 times you have to do 3 times of spelling correction. So, you can never do another work without doing corrections. She'll throw your book away you know, so, things like that.”

(S5.1 -551-556)

In this excerpt, Linda had used the reading aloud method in getting her learners to practice pronunciation. Errors in pronunciation were corrected however she did not drill the learners through the words perhaps due to time constraint as well. It is also doubtful if the errors made were actually errors as a result of wrong pronunciation or inability to recognize the pronunciation of the words, or Linda could have not been able to hear her learners' pronunciation of the word. The words corrected were mostly simple in its pronunciation, 'gave', 'afraid' and 'again' and they were words that could be regularly encountered by the learners through reading and daily speech. In this reading aloud exercise learners' were found to be able to read the story without having difficulties pronouncing most of the words and sentences.

Teacher: Very good. A mother and her daughter. See, who want to read? Anybody wants to read this story? Any volunteer to read this story? Anyone volunteer. If not I'll be calling your names already. O.k. Shazatul start. I want to see how you read. You all have turned to page 9 ya. O.k. Please read.

Student: Reads the folktale (inaudible).

Teacher: Gave.

Student: Continues reading (inaudible)

Teacher: Afraid.

Student: Continues reading (inaudible)

Teacher: Again.

(SL5.1- 11-19)

4.1.16.2 Key Challenges

Time was seen as the main factor that hinders the teaching of pronunciation. Although Linda sees the important of the skills for her learners, she was held back by the external factors that required her to prepare her learners for examination purposes. Although this seemed to be a factor that limited Linda's focus on pronunciation, her limited exposure and knowledge on the teaching of pronunciation is also a contributing factor to the lack of focus on pronunciation.

Interviewer: What are actually your beliefs about the teaching of pronunciation? s it important?

Interviewee: It is important. It is important. That is why I said the time frame is so short and constraint of time, so we just squeeze in everything into one lesson, you know. Just like touch and go only. Just a little bit here and there. So, I think it should be emphasized, given enough time, may be a lesson by itself, you know, should be given to teach pronunciation.

(S5.2 – 141-145)

Linda believed that pronunciation should be taught to weak learners like her learners who are in the remove classes. For that reason, pronunciation was warranted the time. However for learners who are average, other skills seemed more important. The focus of the lessons was more on examination preparation. As a result of that

pronunciation if needed to be dealt with is incorporated in a way that it was only dealt when the need arises. That was Linda's idea of incorporating pronunciation into her lesson rather than incorporating by highlighting the aspects of pronunciation and provided practice for the learners in areas of pronunciation.

“Ya, actually it should be emphasized. So, if we have the time, definitely we can do it but remove classes, yes, we have to do it because they are very basic and they must know the language and the words because some of them, they cannot understand, so, over and over again you can teach them. Like when they come to form 1 and form 2, I do teach them but not to say 1 lesson on pronunciation. We don't conduct lesson just on pronunciation. So, we incorporate everything together. That's the thing la. May be time frame is one challenge, we cannot put everything together”.

(S5.1 – 467-472)

She was indeed aware of methods used to teach pronunciation. However, she was more comfortable of using the traditional method. Although Linda claimed her awareness of other teaching methods that are more communicative, she has never used it. This was perhaps due to the lack of emphasis she has given on the pronunciation pronunciation component, thus, reflected the less effort puts in using activities which to Linda demanded more preparation and time in conducting the activities.

“Interviewer: So, it's for you to correct the students' mistakes. What about activities such as tongue twisters, any pronunciation games? Do you know how to use those kind of activities in class?

Interviewee: Ya, actually it's good la, the tongue twisters and ask them to practice. One way, may be you can expose these kinds of things to teach pronunciation. It's very good.”

(S5.2 – 6-10)

The Key Challenges Linda faced in teaching pronunciation could be the result of her unfamiliarity with content of pronunciation as well as the lack of understanding and

guidance in designing pronunciation activities. The knowledge on the integration of pronunciation into the other language skills and content could be beneficial for Linda. It would help Linda to manage the language skills and content in one particular ESL lesson. The integration of the second language skills in a lesson is perhaps a not totally new concept to the ESL teachers, however, integrating the pronunciation skills require the ESL teachers to have a good understanding of the technical aspects of pronunciation. When ESL teachers are equipped with the technical knowledge, they could use their creativity to integrate all the language skills and content. The lack of the technical knowledge has perhaps led Linda to believe that time constraint is the Key Challenges in integrating pronunciation into her ESL lessons.

4.2 The Cross-Case Analysis

The Cross case analysis discusses the patterns of similarities and differences across the five cases. The three sub questions that describe the beliefs of these participants will be discussed and compared in terms of their roles, content focus and approaches to the teaching of pronunciation. Then, the beliefs of the participants will be matched based on their pronunciation teaching practices in the lessons observed. This leads to the final research question on the congruence between the beliefs of each participant with their classroom practices.

4.2.1 Roles played by the Participants in the Teaching of Pronunciation.

Table 3 presents an analysis of the role each participant has portrayed in the teaching of pronunciation. The teachers' roles listed in the table were taken from Rodgers (2003) on learner and teacher styles. Rodgers (2003) has listed several teachers' roles that reflect the teaching method used to teach English Language. These are the roles observed in the classrooms of the participants in the teaching of

pronunciation. Based on this table, it is evident that all five participants played the role of an error corrector where the participants mostly monitored the learners' activities through reading aloud, and word as well as sentence drill and corrected the learners' error instantly. Error was seen as not tolerated by the participants in the teaching of pronunciation and had to be instantly corrected during the conduct of the activities. Learners were then expected to produce the accurate pronunciation through oral repetition or imitation of the teacher's demonstration of correct pronunciation.

In the role of language modeler, out of the five participants, only three participants, mainly Anita, Laily and Mary see themselves as a model of good and correct users of the language in terms of pronunciation. In the lessons observed these three participants used their pronunciation as a model for learners to refer to in terms of the correct pronunciation when errors were made, which means the learners listened to the teachers' pronunciation for correct pronunciation. In one of Anita's lessons where Tongue Twisters were used as material to teach pronunciation, Anita demonstrated the appropriate way of reading the tongue twisters to her learners before the learners practiced reading them on their own. Laily on the other hand, has an advantage of having a native accent. During her lessons, although there was no direct teaching of pronunciation, Laily demonstrated correct pronunciation through discussions during activities with her learners. There was also evidence of modeling of correct pronunciation during a vocabulary lesson where Laily demonstrated pronunciation of several challenging vocabulary. Mary was a language modeler in the sense that she pronounced most of the words taught in her grammar lessons observed. The learners then modeled her pronunciation. This was carried out through the mechanical drills which were very prominent in her lessons.

For the role of drill leader, only Anita, Suzana and Mary demonstrated such a role. The learners were drilled into pronouncing words and sentences correctly. This

was carried out through spelling of a particular word, followed by pronouncing it correctly or by repeating after the teacher several times until the teacher is satisfied with the learners' pronunciation. During the drill, the teacher emphasized on certain sounds perceived important by the teacher. Among the three teachers, Anita, Suzana and Mary, it was Mary who used a lot of mechanical drilling technique with her learners. Based on the observation of her lessons, the main activities were mostly drill activities which were conducted throughout her lessons. In one of Mary's lessons, she emphasized on the /s/ and /z/ sounds to indicate the plural form of nouns and drilled the learners through pronouncing the sounds. Anita and Suzana drilled the learners through the spelling of words and corrected pronunciation of certain important words.

Among the participants, Anita was the only participant who played the role of a needs analyst where she diagnosed and discussed the errors and problems that occurred during the activities. Most of the lessons observed had discussion over appropriate strategies in order to complete a pronunciation task. An example was when Anita diagnosed that the learners were not able to complete a 'reader's and copier's' exercise where later she carried out a discussion with the learners of the strategies that the learners should have used to complete the listening task which incorporated the skill of pronunciation.

Anita, and Suzana took the role of a task designer where appropriate tasks were designed to engage the learners in an activity to achieve a particular goal. In this case, these two teachers played the role of a task designer in integrating a pronunciation task in other language skills and content. Anita has used tongue twisters, dictation games and vocabulary exercises to teach pronunciation integratedly. Suzana on the other hand has used poems and a dialogue to teach pronunciation.

Table 4.2
Teachers' role in the teaching of pronunciation (Rodgers, 2003)

Subject	Error	Language	Drill	Needs	Task
	Corrector	Modeler	Leader	Analyst	Designer
Anita	√	√	√	√	√
Laily	√	√			
Suzana	√		√		√
Mary	√	√	√		
Linda	√				

Based on the analysis of roles that the five participants played in the teaching of pronunciation, all five participants have used the more traditional methods reflected in Situational Language Teaching (SLT) and Audio-lingualism (AL) as categorized by Rodgers (2003). Only Anita and Suzana reflected the role in Communicative Language Teaching in their teaching of pronunciation. This perhaps showed the supremacy of the traditional roles which governs the teaching of pronunciation. The lack of knowledge on theory and the current pedagogy of pronunciation could be the cause of this.

4.2.2 Focused Areas of Pronunciation Instruction

In describing the belief in terms of content focus and the classroom practices of the teaching of pronunciation, both aspects of pronunciation in segmental and suprasegmental features were observed among the five participants. These features cover the important aspects of pronunciation and are related to the content of pronunciation listed in the Malaysian secondary school syllabus. Based on the syllabus, these contents were to be taught throughout the secondary school years. Table 4 shows

the content focus in the lessons observed in the English Language classes of the five participants

Table 4.3
Focused Areas in the Teaching of Pronunciation

	Anita	Laily	Suzana	Mary	Linda
Sound Discrimination (vowels and consonants)	√	√	√	√	√
Consonant clusters in different combinations	√			√	
Past tense and plural forms	√		√	√	√
Sentence stress and intonation			√		√
Homonyms – homographs, homophones	√				

Based on Table 4, it can be concluded that segmental features appeared as the focus of pronunciation teaching. The sound discrimination of vowels and consonants were observed as mostly taught by the participants. The selections of sounds taught were however depended on the focus of the lesson and selection of materials. If the lessons were focused on grammar and vocabulary, then it depended on the grammar and vocabulary items taught for the lesson for the participant to determine the content focus for pronunciation. In the selection of materials, based on poems, tongue twisters, dialogues and stories, the participants had analysed the sounds that could be highlighted during the pronunciation focus in the lesson. This means that pronunciation was not made the central focus in a lesson. Indirectly this suggested that the pronunciation content outlined in the Malaysian school syllabuses were not referred by the participants

in their choice of content. This gives an indication of how pronunciation is being sidelined and only dealt with when there is a need to focus on pronunciation.

Based on the analysis in TTable 4, suprasegmental features were the least focused. If the aim of the participants was to teach the learners to be communicatively competent, then pronunciation aspect of it is also sidelined. It indicated the lack of understanding of the role that suprasegmental features play in achieving competence in the language. Word and sentence level stress were not even taught by any of the participants and intonation was only dealt indirectly through reading aloud. In Suzana's lesson where she used a poem recital method, intonation was stressed indirectly through the group presentation. In fact, intonation was indirectly highlighted in all of the participants through reading aloud of different materials.

Homonyms were only dealt with by Anita who had used tongue twisters as part of a summary lesson. However the homonyms were not the main focus of her lesson. The focus was on writing a summary based on repetitive words, sentences and meaning found in the tongue twisters.

These analyses of focus areas in pronunciation teaching have shown how pronunciation is generally treated. Firstly, in all the lessons observed from the 5 participants, none of the participants have given any explicit teaching on pronunciation in part of the lessons. Secondly, the selection of content was not based on the requirements of the content stated in the syllabus. It was based on the main skills or materials used for the lessons. Finally, the lack of theoretical knowledge of pronunciation and limited understanding on the goal of teaching pronunciation has made most of the content areas in pronunciation neglected by the participants.

4.2.3 Methods Used in the Teaching of Pronunciation

To get a better understanding on the methods to the teaching of pronunciation by the five participants, their strategies are tabulated in Table 5. This table displays the checklist of the types of strategies employed by each participant in the lessons observed

Table 4.4
Methods to the teaching of Pronunciation

	Anita	Laily	Suzana	Mary	Linda
Invites class discussion on certain pronunciation aspect.	√		√	√	
Offers explicit instruction about pronunciation including phonetic transcription.				√	
Uses games and interactional activities.	√				
Uses drill exercises.	√			√	
Provides learners with rules then practice through activities.				√	
Conducts listen and repeat activities.	√			√	
Uses tongue twisters, rhymes, poems etc.	√		√		
Uses silent practices.	√				√
Reads aloud, recitation.	√	√	√	√	√
Practice at word, sentence or paragraph level.	√	√		√	√
Contrasts spelling sounds.	√	√	√	√	
Work in pairs/groups.	√		√		

As displayed in Table 5, Anita had tried to use various methods in teaching pronunciation from the discussion of pronunciation practices to games, interactional

activities as well as the traditional methods through drills, reading aloud and repetitions. Based on the observations, the traditional methods such as drills, reading aloud and repetitions were used when learners were faced with difficulty in pronunciation. Thus, the preferred method used to remedy the errors and difficulties were through the mechanical drills. Perhaps drills helped the learners remember the correct pronunciation better. Errors were also remedied through discussion of the pronunciation activities where she discussed strategies in completing the task set as well as problems faced by the learners in terms of pronunciation. Her main pronunciation activities were the use of tongue twisters, and games which were incorporated in a lesson on summary writing.

Laily, on the other hand, had no explicit discussion or direct teaching of the pronunciation skills. The practice of pronunciation was carried out through a vocabulary discussion where the learners first tried to pronounce a list of vocabulary based on a previous lesson's reading text. Then they discussed the meaning of the words as a whole group discussion. The vocabularies were however categorized as complex and matched the level of her proficient learners. Reading aloud activities were found in most of her lesson observed especially in her reading lessons where reading aloud was based on individual learners reading a paragraph. Errors in pronunciation during the reading aloud was dealt with by Laily pronouncing with the appropriate pronunciation in her near native accent and then repeated by her learner. In the interview, Laily felt that pronunciation does not have to be taught formally. Instead, it should be developed by exposing the learners to a supportive surrounding of the English Language. She also felt that her native accent contributed to her learners' supportive environment and hoped that she would be a model for her learners in learning pronunciation.

Suzana was the only participant who had dealt on suprasegmental features in an indirect approach where she used poem recital as a strategy to show variance of intonation through different tones. The activity was carried out in groups and Suzana

commented on her learners' presentation in terms of its effect and success in delivering the poem based on the assigned tones. During the comments, Suzana also tried to get feedback from the learners on their friends' presentations. Besides that, in her other lessons she had used an interview dialogue and had selected a few learners to read the dialogue aloud emphasizing on the appropriate intonation for questioning and answering. Spelling of words followed by the pronunciation of the words were also evident. Suzana had used the learners themselves to help correct errors of pronunciation made by them.

4.2.4 Integration of Pronunciation Skills in the English Language Lessons

The analysis shown in Tables 6, 7, and 7 are based on Burgess and Spencer's (2000) Strategic Pedagogic Model. The analysis in investigating the integration of pronunciation skills is carried out based on the stages of lesson suggested in this model. Table 6 focuses on the input used by the participants in the lessons observed. According to the model the input may contain any aspects of vocabulary, pronunciation or grammar that can be modeled by the learners. The inputs were mostly from reading texts rather than on listening texts. Burgess and Spencer (2000) suggested a relatively sophisticated discourse for the learners, where the selected discourse contains rich input to develop pronunciation skills. The inputs were undoubtedly contain a lot of aspects on pronunciation, however, they were not fully scrutinized and utilized in the practice stages of the lessons. In Laily's lesson two however no language input was given where the learners were expected to produce the content and language through formation of sentences from the pictures. In this lesson, pronunciation was not the main focus. Pronunciation was only dealt with indirectly through error correction by the teacher as and when an error occurs. Mary's input in her lessons on the other hand contained grammar rules and examples in isolation from context. It was direct on the targeted

focus which was grammar, and pronunciation was embedded in the grammar forms. All the lessons which used reading text and vocabulary items as input mainly focus on pronunciation if errors were made. This is evident in Laily's and Linda's lessons. Suzana was the only participant who focused on suprasegmental features in both her lesson although she also focused on segmental features when learners struggle in pronouncing words.

Table 4.5

Input – contains vocabulary, pronunciation, grammar that can be modeled by learners.

Subject	Lesson 1	Lesson 2
Anita	Five tongue twisters. (Pronunciation of vowels and consonants)	Ten isolated sentences. (Vocabulary - Idioms)
Laily	Vocabulary exercise (10 words). (High level vocabulary)	A series of pictures based on a short story. (No language input)
Suzana	A Poem. (Pronunciation – Intonation, stress, rhythm)	An interview dialogue. (Pronunciation – Intonation, stress, rhythm)
Mary	Textbook exercise on forming 'like/s' and 'dislike/s' Sentences. (Grammar and pronunciation of /s/ and /z/ sounds)	Notes written on the whiteboard on singular and plural nouns rules.
Linda	A folktale. (Vocabulary)	A poem. (Vocabulary)

In Table 6 where new language items were introduced to the learners, it was found that the frequently used tasks were the reading and speaking tasks. The reading tasks were mostly reading aloud tasks and speaking tasks were in the form of discussion of vocabulary and meaning as well as pronunciation and discussion on grammar rules. Anita's first lesson which was the tongue twisters contained rich focus on pronunciation

and the learners had ample practice in the phonemes highlighted in each tongue twister. Laily's first lesson went straight in to a vocabulary task which had input focusing on vocabulary. In this lesson, pronunciation was indirectly highlighted. In Suzana's and Mary's lessons, the learner processing tasks were in a form of reading materials where the main focus was on content and the indirect focus was on pronunciation. Except for Suzana's lesson where she had the learners practice several tones through poetry recitation. The approach used in teaching pronunciation was indirectly done and only dealt when the need or errors were realized. This table also shows that reading aloud activities were used by most of the participants through reading of poems, tongue twisters, paragraph from essays and interviews. Through these activities pronunciation was indirectly dealt without any direct focus or practice in a form of a written or spoken tasks emphasizing on certain aspects of pronunciation.

Table 4.6

Learner processing – Listening or reading tasks (focus on meaning through form, fluency practice, communicative, meaningful).

Subject	Lesson 1	Lesson 2
Anita	Competition of reading aloud in groups and individually. Repetition after the teacher. Discussion of vocabulary, pronunciation and meaning.	Competition on reading information, memorising and informing a friend of the information read. Listening to information told by a friend and jotting down the information with correct spelling. Spelling out words and indicating punctuation to friends. Writing description of event in each picture.
Laily	Discussing on meaning of vocabulary. Pronouncing vocabulary correctly.	Whole class discussing the description written by learners. Reading aloud a dialogue on job interview focusing on intonation.
Suzana	Poetry reciting in groups based on various moods (scary, childlike and futuristic).	Guessing occupation interviewed.
Mary	Discussing orally on learners' likes and dislikes. Building sentence orally based on pictures in the exercise book. (Develop from simple to compound sentences using 'but') Pronouncing words correctly and emphasis on /s/ sound. Oral drilling of words with /s/ and /z/ sounds ending.	Copying notes on rules of singular and plural nouns. Explaining each rule and practice of pronunciation of the sounds of singular and plural nouns through repetition after the teacher and mechanical drills. Completing exercise on singular and plural nouns.
Linda	Reading aloud a short story by three students taking turns reading different paragraphs. Oral discussion on the characters, and story line after each paragraph.	Reading aloud of poem by the teacher and students repeated after the teacher.

Table 8 shows the activities for the learners to demonstrate the understanding of the input given at the first stage of the lesson. The activities listed in TTable 6, 7 and

8were mostly controlled activities and non-communicative as suggested in Burgess and Spencer's model. This is a stage where accuracy is mostly concerned. However, in the analysis it was found that most of the controlled activities carried out in this stage of lessons were not related to the focus on pronunciation forms. Only Mary had a practice on the identification of the difference in the /s/ and /z/ sounds but was not carried out as a class activity instead given as homework due to limitation of time. In Anita's second lesson, she had discussion of techniques used by the learners to complete her previous task.

Table 4.7

Learner output 1 – (Flow diagram, grid, tree diagram, pictures etc from input material).

Subject	Lesson 1	Lesson 2
Anita	Summarising tongue twisters in less than 20 words.	Discussion of the techniques used to complete the activity.
Laily	Filling in the blanks with vocabulary discussed in the appropriate sentence.	Answering comprehension questions orally.
Suzana	Matching pictures with the appropriate stanza in the poem.	Filling in flow chart on information from the dialogue and discussing the answers.
Mary	Completion of similar exercise on sounds of /s/ and /z/ in singular nouns as homework.	Copy the exercises practiced orally from the textbook to the exercise book as homework.
Linda	Sequencing the jumbled up sentences on the story line. (Carried out as a class discussion and students copy the correct sequence in their exercise book).	Discussion on vocabulary in the poem and corrected mistakes in pronunciation.

The final stage suggested in Burgess and Spencer (2000) was absent in most of the lessons of the participants. Only Laily and Suzana had reading aloud activities in the last stage of the lesson. The difference in their reading aloud activity was that the

reading aloud in Laily's lesson was carried out by her learners where selected learners read out excerpts of essays. In Suzana's lessons, poems which were written by her learners in the previous lesson was read out and commented by Suzana. This showed the difference in terms of focus of the activity. Laily had her learners read the excerpts of essays to get her learners to understand and experience examples of how essays are written whereas pronunciation is an indirect focus of the lesson and only occur when pronunciation mistakes were made by the learners. Suzana's final activity on the other hand did not intend to provide practice for the learners through reading aloud, instead, she tried to model her pronunciation for the learners. Suzana's second lesson and Linda's first lesson geared the learners to writing activities instead of activities that could extend practice on pronunciation.

Table 4.8

Learner output 2 – (Freer interactive setting – information gap, role play etc).

Subject	Lesson 1	Lesson 2
Anita	Not evident.	Not evident.
Laily	Reading aloud of extracts from essays. Discussing on essay writing (the content and style of writing).	Not evident.
Suzana	Reading aloud of poems written by students by the teacher and commented on the poem.	Making a poster presentation on a career description (Group activity)
Mary	Not evident.	Not evident.
Linda	Writing a paragraph of 'The Description of My Mother'.	Not evident.

4.2.5 Congruence between the Beliefs of the Integration of Pronunciation Skills and Classroom Instructional Practices

In discussing the teachers' beliefs, it is crucial to understand that cognitive process is involved. This process is understood through discussion and investigation on the teachers learning and teaching experiences as well as observations of the classroom practices. The themes listed in the table, derived from understanding the experiences of the teachers and their classroom behaviours. Thus, this table attempts to see the congruence between the beliefs and practices of the selected participants in the teaching of pronunciation.

For the first participant, Anita, it was noted that she believes pronunciation has no place in her language classroom due to the lack of emphasis on its importance and value in the syllabus. She had placed her reasons for the lack of emphasis on the syllabus requirements and examination policy. Although pronunciation is outlined in the syllabus, it was not made important in the examination. She believes that pronunciation should be learnt through practical or communicative activities rather than focusing on the technical aspects of pronunciation. In other words pronunciation should be implicitly included in an English Language lesson and leaving no place for explicit teaching of pronunciation. This is congruent in the way Anita taught pronunciation where pronunciation was incorporated into other skills and not explicitly dealt with except when problems in pronunciation arise. Based on that, Anita held both authoritative and facilitative roles in the teaching of pronunciation where success in communication is sought as a goal. Key Challenges in terms of the burden of overwork is another theme that emerged which contains reasons and explanations for the lack of attention to pronunciation. The burden of overwork appears as a challenge that hinders or limits the teaching of pronunciation. This theme emerged in all the participants which suggests a strong implication to the teaching of pronunciation. The participants were

found to be limited to the teaching of pronunciation by several factors that they viewed as Key Challenges to them.

Laily believes that her vast exposure and experience to the native accent is an advantage to her in providing a good model of the language to her learners. Based on that she believes indirect exposure through modeling of speech as well as creating a supportive environment of the language is the best way in learning pronunciation. She believes that direct teaching of pronunciation is unnecessary and is not an effective way of learning pronunciation. To her, pronunciation is best learnt through regular use of the language as well as interest in the language. Her focus of teaching was on grammar and all the tested skills in preparing the learners for examination. This is congruent in her practices where pronunciation was not seen as her focus at all in any of her lessons. Pronunciation was only dealt with when errors were made and through emphasizing pronunciation of words which she believes may cause problems among the learners. There was no evidence of any direct focus on pronunciation in her lessons. The theme, Key Challenges was also included in Laily's case based on similar challenges found from the investigations through interviews and observations.

Suzana had very strong influence from her teacher training where she believes the approach to the teaching of English Language in schools should reflect the approach she went through during her teacher training. Based on that, she believes that learners should be taught the basic skills during primary schools and communicative skills can then be learnt at the higher level. Thus she believes pronunciation being the basic skill should be taught during the primary school. She also believes that at a higher level, learners should show greater effort in learning the language through regular use of the language. Through regular practice, learners would indirectly practice the appropriate pronunciation. She believes that at higher levels, grammar and writing should be the central focus. In her classroom practices, the approach that she used contained both

explicit teaching of pronunciation and implicit teaching where she integrated certain aspects of pronunciation in the other language skills. Based on this, her beliefs are in certain aspects incongruent with her pronunciation teaching practices where explicit dealing of pronunciation took place and in certain aspects congruent with her integrated approach of teaching. The theme Key Challenges which emerged in her case provides explanation to the incongruence.

Mary believes that pronunciation is learnt as a basic skill for learners who are beginners to the language. This is congruent to her practice as pronunciation was seen as part of the focus on her grammar lessons. This is due to the fact that her learners are students from the remote classes and the majority of them are beginners to the language. At this level, Mary felt that it was appropriate that a focus on pronunciation is given. Although in Mary's beliefs, pronunciation should be taught in integration with other language skills, her practices showed incongruence to her belief as she had mostly used the traditional drilling technique in her lessons and in pronunciation practices. The integration was only evident through grammar practices and other skills were not included in her lessons. Mary too had reasons and explanations for her lack of focus on pronunciation which was discussed in the theme, Key Challenges.

Finally, Linda showed congruence in her beliefs of pronunciation instructions to her practices where lack of focus on pronunciation in her lessons was evident. Linda did not oppose to the teaching of pronunciation, instead showed encouragement if her learners would be interested to learn pronunciation. However, her encouragement was only limited in a form of advice. Pronunciation was not taught in her lessons but indirectly practiced through reading aloud and error corrections when pronunciation problems occurred. In her lessons, reading aloud and repetition of correct pronunciation by imitating the teachers' pronunciation were the only activities used in her lessons for the emphasis on pronunciation. Likewise the other participants in this study, Linda

faced several Key Challenges in implementing the teaching of pronunciation in the ESL lessons.

Table 4.9
Teachers' stated beliefs and observed classroom practices

Subject	Teacher's Stated Beliefs	Observed Practices	Classroom
Anita	Lack of value in the syllabus	Incorporated in creative activities	
	Success in communication	Teacher as the authority and facilitator	
	Beyond the traditional approach	The cry of overwork	
Laily	Superiority of the native model	Incidental and traditional approaches	
	Obsession on forms and examination	Teacher as the model of a good user	
	Learning through exposure	Key Challenges	
Suzana	Greater efforts from learners	Combination of explicit teaching and integration of skills	
	Teaching focus – Grammar and writing	Key Challenges	
	Explicit teaching during primary school		
Mary	Pronunciation as a basic skill	Focus on basic content skills for accuracy through traditional techniques	
	Catering to the learners' needs	Key Challenges	
	Integration with other language skills		
Linda	Encourages improvement in the language	Incidental teaching of pronunciation	
	Focus on grammar and writing	Key Challenges	

4.3 Conclusion

There are a number of possible reasons to the incongruence of beliefs and practices of pronunciation for Suzana and Mary. The incongruence was seen in terms of the approaches to the beliefs and pronunciation instructions. Firstly the learner factor could be the reason. The learners' proficiency could be a contributing factor to the incongruence. Next, is the time factor that only limits the participants to use a faster method in teaching pronunciation either through traditional method for fast effectiveness or integration of method for time saving.

CHAPTER 5

SUMMARY, CONCLUSION AND DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

As stated earlier in the previous chapters, this study aims at exploring the beliefs of selected teachers on the teaching of pronunciation and the nature of relationship between their beliefs and their pronunciation teaching practices. This chapter presents the summaries of the problem, methodology and the major findings of the study. This is followed by conclusion and discussion on the findings, the implications to the theory and practice, and the recommendations for future studies.

5.1 Summaries of the Problem, Methodology and the Major Findings of the Study

The exploration of this study on teachers' beliefs and practices about pronunciation instructions were guided by the following research questions: (1) What beliefs do teachers hold about pronunciation content and instruction? (a) What are the teachers' beliefs about their role in teaching pronunciation? (b) What are their beliefs about focus areas in learning and teaching pronunciation? (c) What are their beliefs of approaches to the teaching of pronunciation? (2) How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching? (3) How are the teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

In order to understand the relevance of the findings in this study, the previous findings in literature related to this study as well as the theories used in this study will be discussed and compared. Thus enhances the answers to the research questions through in-depth discussions.

The scarcity of research on teachers' beliefs in the area of pronunciation has guided the researcher to carry out this research. The limited understanding of the ESL teachers' beliefs and practices about pronunciation instructions has led to their negligence of the pronunciation skills in the ESL classrooms. The ESL teachers had gone against their duties and responsibilities to teach all the skills and contents outlined in the English Language syllabus due to their lack of knowledge in the teaching approaches and the content of pronunciation. Thus, the factors that led to their decisions to hide or leave pronunciation out of the ESL lessons need to be investigated to understand the root of this problem. This study fills in the gap between how the ESL teachers have integrated pronunciation into the ESL lessons and how their beliefs about pronunciation instructions have affected their decisions on their approaches to the teaching of pronunciation. Two theoretical frameworks were used to guide this study. Borg (2006) has provided an orientation to fill in some gaps and enhance some major finding in the study of language teachers' beliefs. The framework of elements and processes in language teacher cognition (refer to figure 1) outlines relationship among teacher cognitions, teacher learning, classroom practices and the external factors which influence the congruence between the teachers' beliefs and practices. Another framework used is a model by Burgess and Spencer (2000) that suggests the incorporation of pronunciation into other language skills (refer to figure 2). This model suggests the integration of pronunciation into other language skills as well as integration of the language skills with each other and the aspects of language content. Using a methodology that explores the depth of the problem which made the ESL teachers choose to sideline the pronunciation skills and the factors that contributed to the negligence could provide a deeper understanding of the phenomena. The findings of this study contribute to the existing research on teachers' beliefs on various curricular areas specifically on an area that is less studied, that is on pronunciation instructions.

The methodology used in conducting this study was based on the main consideration on the unobservable nature of teachers' beliefs. A qualitative case study was employed based on several rationales. Firstly, belief is a very complex phenomenon to be studied thus it needs in depth investigation on tracking the root of beliefs on pronunciation instructions. In depth interviews where the researcher is the instrument of the study is able to uncover the complexity of beliefs. Although beliefs have been studied through quantitative methods such as through questionnaire, the depth of the data can be questioned as it is unable to capture the complexity of teachers' beliefs on pronunciation instructions. Since the depth of the problem under study is the main focus, a qualitative case study of five ESL teachers was employed. These participants were purposively selected based on their educational background and years of teaching experience. In terms of their educational background, these participants range from being fully trained in the TESL field, semi trained and not trained. Their teaching experiences on the other hand ranges between three to twenty two years of experience. The purpose for the range was mainly for seeking the differences of beliefs which might have been affected by the factors of selection of the participants rather than for generalization purposes. Data were mainly collected through interviews with the selected participants, their selected students and observations of their ESL classroom practices. All interviews and observations were audio-recorded and transcribed verbatim. The analysis of the collected data was carried out manually using Microsoft Word and Excel to get the feel of the data. The organization and method of analysis were carried out according to the standard procedure of coding, categorizing to allow the emerging of themes with the support of an audit trail.

The findings of the study were organized into themes that answered the research questions. Each participants' case were analyzed separately in the within case study, then they were compared in the cross case analyses. The analyses revealed the

participants' beliefs about pronunciation instructions. Themes that described their beliefs about pronunciation instructions emerged as in the Table 11.

Table 5.1
ESL Teachers' Beliefs about Pronunciation

Subject	Teacher's Role	Focus Area	Teaching Approach
Anita	Lack of Value in the syllabus	Success in Communication	Beyond the Traditional Approach
Laily	Superiority of the Native Model	Obsession on Forms and Examination	Learning through Exposure
Suzana	Greater Efforts from Learners	Teaching Focus – Grammar and Writing	Explicit Teaching During Primary School
Mary	Pronunciation Only as a Basic Skill	Catering to the Learners' Needs	Integration with Other Language Skills
Linda	Encourages Improvement in the Language	Focus on Grammar and Writing	

The findings of the participants' beliefs about their roles in the teaching of pronunciation revealed the tendency in avoiding to teach pronunciation. The avoidance was in various ways where the responsibilities of pronunciation are placed on the lack of support from the external factors mainly the syllabus, examination requirements and the curriculum policy. The responsibility was also placed on the learners where they needed to be more involved in the learning processes rather than depending too much on the teachers. Finally, the belief that pronunciation is best acquired in the early stages of language learning has led the participants to give less emphasis on pronunciation instructions at secondary school level.

In terms of the focus areas in the teaching of pronunciation, the findings revealed no specific emphasis on any area of pronunciation. Although some participants revealed that the participants would focus on the suprasegmental aspects of pronunciation, the classroom practices and interviews with the learners did not reveal evidence in support of such belief. The pronunciation skills are embedded in the skills that promote communication with the aim of achieving the overall success in communication. Thus, this has hidden the focus on the pronunciation skills. In addition, most of the participants showed concern on other language contents and skills for examination purposes. Thus, strengthens the evidence on the lack of focus on the pronunciation skills.

The participants' beliefs on the approaches to pronunciation instructions revealed that the participants had chosen to integrate the pronunciation skills to avoid explicit teaching of the skills. This was perhaps due to the lack of content and pedagogical knowledge of pronunciation. Although some participants are aware of the syllabus requirements on the integration of skills in ESL lessons, the participants had shown confusion over the appropriate techniques or activities that are suitable in the current approaches. Evidences of preference for the use of traditional techniques were found. This could be as a result of the lack of understanding on integrating the language skills.

The findings from the pronunciation practices of the participants revealed that pronunciation is in reality neglected. This shows congruence between the participants' beliefs about pronunciation instructions and their actual practices. Although previous studies desire congruence between beliefs and practices, in the light of this study, the congruence revealed a more serious issue with regards to pronunciation instructions. The practices of pronunciation instructions were discussed based on the themes in Table 10 in Chapter four.

Table 5.2
Teachers Pronunciation Practices in the ESL Classrooms.

Participants	Pronunciation Practices
Anita	Incorporated in Creative Activities Teacher as the Authority and Facilitator The Cry of Overwork
Laily	Incidental and Traditional Approaches Teacher as the Model of A Good User Key Challenges
Suzana	Combination of Explicit Teaching and Integration of Skills Key Challenges
Mary	Focus on Basic Content Skills for Accuracy through Traditional Techniques
Linda	Key Challenges Incidental Teaching of Pronunciation Key Challenges

There are four approaches to the teaching of pronunciation observed in the participants' lessons. Although the teaching of pronunciation may not be evident in most of the participants' lessons, the researcher managed to capture the limited instances that may lead to pronunciation instructions. One of the approaches is direct or explicit teaching of pronunciation especially in the segmental aspects. In this approach, pronunciation is taught in isolation from the other skills and had no link with other stages of the lesson. The next approach is the incidental approach where there is no direct intention of teaching the pronunciation skills. The pronunciation skills are almost hidden but only dealt with when the need to highlight arises. Another approach is the integration of approaches and techniques which combine selected language skills and contents which are taught through mostly traditional techniques and creative activities. External factors that hinder the teaching of pronunciation are included in this part where it supports the reasons for the lack of focus given on pronunciation instructions.

5.2 Conclusion and Discussion

Based on the findings of this study, the five participants revealed their strength and weaknesses of their beliefs of pronunciation instructions which serve to guide them in the real pronunciation practices in the ESL classrooms. As proven in previous research teachers' beliefs may not reflect similarities in the teachers' classroom practices. However, in this study, the practices of pronunciation are reflections of their beliefs. Although some participants have demonstrated in their beliefs on the concern over the negligence in pronunciation, the beliefs appear weaker than their beliefs against the use of pronunciation. The interpretation of the participants' beliefs and practices are provided in the discussion to understand the coherence of the educational system. Furthermore the participants were selected based on their qualifications and teaching experiences, thus the findings provide an interesting new focus on ESL teachers' beliefs and practices of pronunciation instructions which were never highlighted in the previous studies in teachers' beliefs (Borg, 2006; Allen, 2002; Flores, 2001; Richards et al., 1992). This section discusses in depth of the themes presented in chapter four.

5.2.1 Conflict with the Implementation of Pronunciation Instructions and the English Language Curriculum

In Malaysia, Communicative Language Teaching (CLT) is very influential. In this research, it was evident that some of the participants have tried as far as possible to implement this approach in their ESL lessons. CLT became a central approach to English Language teaching due to the authorities' concern that the standard of English Language must be increased where speakers of the second language would be able to communicate effectively. In ensuring this, appropriate changes to the English curriculum were made in order to include a more communicative approach to the teaching of English Language. The English Language KBSM (Malaysian Secondary

School Syllabus) syllabus reflects the CLT approach. Nevertheless, conflict arose between the stated curriculum and how it is implemented in the classroom. In this study, the ESL teachers were found to have taught the pronunciation component through the traditional methods although their beliefs stated that in teaching pronunciation, the CLT approach should be used. Furthermore, Wagner (1991) cited in Kirkgoz, (2008) argues that if the real concept of an approach and the teachers' beliefs about the approach are not in line, teachers will tend to interpret innovative ideas in light of their own theories to conform to their own teaching style, which means that new ideas will not be implemented, as intended by the curriculum planners. This brings to the implication that the teachers will tend to alter their methods based on their beliefs of what and how English should be taught regardless what is professed in the English Language curriculum.

In addition to this, Littlewood (2007) highlighted in his article some of the challenges faced by East Asian classrooms which intend to employ this approach. The challenges include the external conflict with the educational policy that hinders the implementation of the CLT (Communicative Language Teaching) and TBLT (Task Based Language Teaching) approaches. In the KBSM English Language syllabus, pronunciation should be taught in integration with other skills, however, the syllabus and examination policy do not support the inclusion of pronunciation. ESL teachers could conveniently leave pronunciation out of their ESL lessons as it does not affect the performance of the students and their performance as teachers. Thus, a mismatch of the desired approach in teaching pronunciation and the positioning of the skill in the English Language curriculum are evident. As discussed earlier in Chapter 2 on the challenges of teaching pronunciation, several scholar (Maley, 2008; Rajadurai, 2007; Takagi, 2005; Jenkins, 2000) have emphasized on the need to conform to the needs and suitability of teaching and learning of L2 (second language) pronunciation. The methods

used should be different from those that are used in the teaching of pronunciation for L1 (first language) learners. The approaches that the participants have decided to use were based on the types of learners, the curriculum expectations as well as other constraints they faced in teaching pronunciation to the L2 learners. Thus the need to ensure the suitability of an approach to teach L2 pronunciation must take into various challenges in a given context. The findings have of this research have documented the approach to the teaching of pronunciation based on the Malaysian secondary school context. Other setting would perhaps reflect different approaches.

Anita and Suzana, the two participants in this study, hold the belief that pronunciation is to be taught in line with the current trend of teaching, which is the communicative teaching approach. Although Burgess and Spencer's model adopted the task based language teaching approach (TBLT) which is an extended version of the communicative language teaching (CLT) approach, Anita and Suzana seem to show the lack of knowledge of the appropriate ways in integrating the language skills and contents through the CLT as well as the TBLT approach. They seemed to have shown their preference for the CLT approach where they believe the focus of pronunciation area is on the overall success of communication.

Ever since the rise of the widely accepted Communicative Language Teaching Approach, the ESL teachers have claimed that pronunciation is indirectly incorporated in the ESL lessons which employ the CLT approach. This is evident in Laily's, Mary's and Linda's beliefs and practices of pronunciation. The principles in the CLT approach contain activities that encourage the fluency of the language and it acknowledges the role of accuracy. Although the goal of CLT is to achieve communicative competence (Freeman, 2000), Celce-Murcia (1996) highlighted some traditional techniques and practice materials that could be used to incorporate pronunciation in the communicative approach. The techniques highlighted were listen and imitate, phonetic training,

minimal pair drills, contextualized minimal pairs visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud or recitation and recordings of learners' production. Mary's lessons which focused on grammar and pronunciation drills reflect that the traditional techniques are still valuable in the ESL classrooms in the teaching of pronunciation. One of the KBSM principles is the integrated approach. Integrated approach includes knowledge, skills and values which are combined. One of the ways that it can occur is through skills cohesion. An ESL classroom that combines two skills such as the listening and speaking skills; or the listening and writing skills are examples of skills cohesion. This use of this principle however, is reflected in the participants' beliefs but failed to be implemented in the ESL classrooms to teach pronunciation. The curriculum principles are not in line with the pedagogical knowledge of the participants.

The Strategic Pedagogic Model by Bruggess and Spencer (2000) on the other hand provides a lesson strategy or plan that incorporates both the accuracy and fluency aspects in a broadly communicative lesson. The problem of incorporating pronunciation in an ESL lesson does not lie in the selection or knowledge of techniques and strategies but rather how to incorporate the pronunciation component into a meaningful and communicative pronunciation lesson. The Strategic Pedagogic Model uses a task based learning approach where learners learn the aspects of pronunciation through a task set and practice them in a communicative task. Anita for example, had shown one of the principles of TBLT in one of her lessons. However, Anita had failed to extend and develop the task in a meaningful way as demonstrated in the Strategic Pedagogic Model (2000). In fact in most of the lessons conducted, the participants lack the skills to develop a link or cohesion between one activity to another. Thus, this proves that the participants need to be equipped with pedagogical knowledge of pronunciation to manage a lesson that incorporates pronunciation.

Although some of the participants such as Anita and Suzana have the ability to use their ideas creatively in designing tasks or activities that teach pronunciation, they are still struggling in managing their creative ideas into a meaningful integrated lesson. On the other hand, Laily who believes that her accent plays a role in helping her learners to improve their pronunciation skills, need to be equipped with the knowledge of integrating the skills so as to provide her learners with some formal input in the ESL classroom. Linda and Suzana who constantly encourage her learners to improve their pronunciation need to be trained the skills that could promote ideas for their learners to improve their pronunciation as well as some basic knowledge of pronunciation that could help their learners to understand important aspects of pronunciation that are worth focusing, such as between the segmental and suprasegmental aspects. Depending on the learners themselves to improve their pronunciation may not be enough as learners may tend to avoid using the language. Littlewood (2012) highlighted this as one of the challenges that ESL teachers face. Thus, there is a need for a formal input on pronunciation while the ESL teachers keep on motivating their learners to develop a more intelligible pronunciation. Mary who believes that pronunciation is just a basic skill had solely integrated pronunciation into the grammar skills using a lot of drills as the activities. Her approach was far from the CLT and TBLT approach. This was due to her learners' low proficiency which she believes limits them from engaging in communicative activities.

This clearly shows the conflict between the ESL curriculum and the implementation of pronunciation instructions. The participants in this study had interpreted the requirements stated in the curriculum in their own way. As mentioned by Littlewood (2012) teachers have 'adapted' the CLT approach rather than 'adopt'. This 'adaptation' is certainly influenced by the ESL teachers' beliefs and experiences both as learners of the language and practitioners. Thus, the integration of pronunciation mean

differently among all the participants. As stated by Setter and Jenkins (2005), ever since the rise of CLT, pronunciation is left at the back seat. However, TBLT was supposed to be able to bring pronunciation back into the ESL lesson. The strategic pedagogic model suggested by Burgess and Spencer (2000) reflected the TBLT approach. However, the ESL teachers are not equipped with the skill in integrating the pronunciation skills. Thus it remains neglected. Nevertheless, the curriculum seem complete where pronunciation was included as part of the curriculum. It even provided suggestion of its implementation where pronunciation skills are to be taught in integration with the other language skills and content. However, the ESL teachers are not equipped with similar aspirations as well as appropriate knowledge in delivering as professed by the ESL curriculum.

5.2.2 Challenges in Teaching Pronunciation

Although some findings (Nair et al, 2011 and Faser, 2002) have indicated that ESL teachers created false reasons in avoiding pronunciation instructions, these reasons that led to the negligence towards pronunciation must be taken into consideration. The researcher views the reasons behind the negligence as the challenges that the ESL teachers faced in the ESL classrooms as genuine reasons that come in a form of an obstacles in assisting them to teach pronunciation. If it is ignored, pronunciation will continue to receive the back seat treatment in the same way that it has been treated.

Pronunciation appears challenging to the ESL teachers for various reasons. Among the reasons are the lack of knowledge of pronunciation content and instructions. Other challenges that some researchers of pronunciation instructions perceive as excuses made up by the ESL teachers for not incorporating pronunciation in their ESL lessons are the lack of facilities, teaching and learning support materials such as books

and CDs, the limitation of time and following the norms set by more senior or experienced ESL teachers in the school.

To support the reasons given by the ESL teachers with regards to the lack of materials or references available to teach pronunciation, Derwing (2003) confirmed the lack of references on pronunciation as compared to the other language aspects. In addition, most of the references available were detached from the findings of research on pronunciation instructions as well as the teachers' beliefs about pronunciation instructions. Research focusing on areas of teachers' beliefs about pronunciation assists in creating awareness that teachers' beliefs could provide a better understanding of the problems and challenges the ESL teachers face in teaching pronunciation. Borg (2006) stressed the power of beliefs that are shaped by previous life experiences which have a great impact on the decisions the ESL teachers make with regards to pronunciation instructions. Although Pajares (1992) made an assumption that beliefs that are formed earlier in life are resistant to change, positive exertion from the contextual factors such as the English Language syllabus, examination policy as well as teaching and learning references have the capabilities to alter negative beliefs about pronunciation.

The challenges that the ESL teachers face now in teaching pronunciation derived from the unfavourable and negative influences with regards to pronunciation teaching and learning from the contextual factors. The contextual factors in Borg's framework on language teacher's cognition highlighted the main challenges faced by the ESL teachers in pronunciation instruction. These contextual factors are within the control of the authorities within and outside the school. Thus this study proves that positive influence from the contextual factors may help to alter the negative beliefs the teachers have on pronunciation instructions.

In relation to the positive influence that contextual factors may provide, teacher training courses play an important role in preparing the trainee as well as the in service

teachers to familiarize themselves with the teaching strategies that incorporate relevant language skills and content. The observations conducted in this study revealed that teachers lack the understanding and skills in integrating the language skills and content. It was evident that the ESL teachers need to understand the extent of explicitness and implicitness of a certain skills and content in a lesson. Burgess and Spencer (2000) demonstrated the stages of a lesson that allows explicit and implicit focus of a skill or content. In this model, Burgess and Spencer (2000) have designed the model of an integrated lesson that started from stages which contain controlled input and practices to stages where activities are freer and contain communicative elements.

Nevertheless, besides the contextual factors which contribute to the challenges in teaching pronunciation, the researcher is not denying the fact that the resistance towards the teaching of pronunciation could also result from the universal perception that pronunciation is a difficult skill to be taught. This is confirmed by Setter and Jenkins (2005) that among the aspects of L2, pronunciation appears to be a 'difficult' aspect to teach and learn. Various reasons have emerged in the findings of this study in categorizing pronunciation as a difficult skill to be taught and learnt. The findings revealed the lack of input on pronunciation instructions as well as content during the participants' professional training. Another possible factor that ESL teachers perceive pronunciation as being 'difficult' is perhaps due to the social status associated with pronunciation. Second language speakers fear their inability to conform to the expected level of appropriateness in their pronunciation. This is especially true for ESL teachers as they worry that they might not reach the appropriate level as expected by their learners. In reference to the findings of this study, this could be the reason the most of the participants felt pronunciation is best taught to young learners. The ESL teachers view pronunciation skills as challenging their capabilities in portraying the expected

level of pronunciation. This is again could be related to the lack of the ESL teachers' understanding of the issues with regards to pronunciation for second language users.

5.2.3 Trivializing Pronunciation

As commented by Levis (2005, p.369), the stress on the importance of pronunciation has always been determined by the ESL teachers' own intuition and ideology rather than research. This study has proven that the participants have limited knowledge on the pedagogical aspects of pronunciation. Thus, the activities and tasks that they use in teaching pronunciation are mostly based on what they believe the focus on pronunciation should be and their limited knowledge about pronunciation content and instructions. Thus, the amount of emphasis that pronunciation instructions deserve is trivialized. The findings of this study have also proven that the participants have trivialized pronunciation in their ESL classes. This fact contradicts Setter and Jenkins' (2012) study where they regarded pronunciation as playing a major role in the L2 speakers' personal and social lives. This can thus be concluded that the participants have failed to fulfill the learners' needs in order to be communicatively competent in the second language. Celce Murcia et al (2006) had stated that the when ESL teachers neglected the pronunciation skills in their ESL lessons, they have abrogated their duty as an ESL teacher.

In tracing the root of this matter using Borg's model of language teacher cognition (1997), the problem that caused pronunciation to be trivialized seem to have arisen from the teachers' schooling experiences. In the Malaysian English Language syllabuses, pronunciation which includes the recognition of the alphabet and the English Language sound system were taught at the earlier stages of the primary school years. However, the focus of teaching the pronunciation skills was mainly to develop the learners' reading skills. The focus of the learners' ability to speak was not emphasized.

Gilakjani and Ahmadi (2011) emphasized that although sound systems were mostly emphasized in most pronunciation lessons, a bigger element of pronunciation that encompasses the suprasegmental aspects of pronunciation need to be included in pronunciation lessons to give a more meaningful speaking practice for the learners. The participants in this study had mostly neglected such component. When asked if they could recall any pronunciation lessons during their schooling years, they had difficulties in remembering. This has proven that pronunciation was even trivialized when they themselves were still in school. Due to this, they built a negative belief towards pronunciation instructions.

The negative beliefs about pronunciation instructions were brought to their professional training. The condition was worsened when their professional training was not supportive of pronunciation instructions too. The participants in this study admitted that their teacher training course did not provide ample input to the pedagogical aspects of pronunciations. Pronunciation was only dealt with technically where a textbook of phonetics and phonology which emphasized on the technical aspects of pronunciation was used. Nevertheless, only the diploma and degree teacher training courses had included the phonetics and phonology course. The short teacher training course however had only limited contact hours in learning the particular course.

Gilakjani and Ahmadi (2011) had quoted Elliot (1995) that, pronunciation of the second language was not only trivialized by the second language teachers and learners. It is also trivialized by second language education researchers. Pennington (1994) and Elliot (1995) also added that teachers view pronunciation as a linguistics component rather than as a component that helps to enhance the learners' communicative ability. Thus this has made the ESL teachers to trivialize the pronunciation component and making way for other language skills and component. Two other reasons highlighted by Gilakjani and Ahmadi (2011) were the perception and understanding that it is useless to

teach pronunciation to older learners and the lack of proper knowledge and tools to teach pronunciation. In relation to this study, the participants believe that pronunciation is best taught when learners are still young and not during the secondary school level. They believe that pronunciation serves as a basic skill that learners must master at a young age and teaching pronunciation to secondary school learners will be a waste of their teaching time. However, research on age of pronunciation acquisition by Bialystock (1995) has proven that pronunciation can be useful even for adult or older learners provided that a focus on improvement of intelligibility is given rather on the sound system alone.

5.2.4 An Exam-Based Culture

In many countries around the world, written examination is a culture that schools adopt to measure the performance of their learners as well as the effectiveness of the teachers and the school management. Teachers and schools are expected to reach a certain standard by measuring the learners' achievement through examinations. Learners and parents have similar expectations towards the ESL teachers to help learners pass or excel in the public and school examinations. The approach that seems appropriate in the teaching of pronunciation which is the communicative approach is not perceived helpful in achieving this goal (Gorsuch, 2000: 686). For example, teaching pronunciation through drills and repetitions help learners to memorize or remember facts that would be tested if pronunciation is tested. The findings revealed that communicative approach may not seem to help learners to be focused in preparing for the examination. The participants were reluctant to spend their teaching time in designing creative activities that promote communicative competence but preferred to spend more time practicing the skills that would be tested in the examinations.

In addition, parents and students gave less concern over the pronunciation skills as they are not tested on the examination. Based on that reason, the ESL teachers are expected to prepare learners for other language components and skills namely reading, writing, grammar and vocabulary. This situation has placed the ESL teachers in a pressing situation. They are caught in between the pressure from the authorities to implement a more communicative approach, and meeting the demands from the students and parents to teach in a more examination-oriented way (Littlewood, 2007).

Thus, being in a culture that sees examination as an important way to measure a learners' ability has made a component that is not included in the examination being abandoned. The importance of a language skill is determined by the weight it carries in the examination. This has made the goal of language teaching changed into developing competencies in the language to learning the language in order to pass an examination. Several authorities in Malaysia have raised the issues of the declining standard of English Language and the examination culture has forced the desired goal in learning English Language to be changed. Pronunciation in this case has a lot to offer in terms of proficiency improvement and the building of confidence in using the English Language. One of the reasons learners are reluctant to converse in the language is due to the fear of sounding unintelligible to the listeners. This is related to the confidence in using the language. Pronunciation helps to build a good image of the speaker. However this does not mean that the speaker needs to sound like the native speakers rather sound intelligible especially among the non-native speakers of the English Language.

The fact that schools, teachers, parents and learners are too engrossed over performances in education, the teaching of pronunciation suffers from being neglected only because it does not play a role in the English Language assessments.

5.2.4 The Congruence as a Sign of Serious Implications

The congruence between the teachers' beliefs and practices on pronunciation instructions which represents negligence to pronunciation both in their beliefs and practices, leads into a serious problem. If ESL teachers stand in the same opinion that pronunciation plays a minor role in developing proficiency in the English Language, pronunciation instructions will remain neglected in the ESL lessons. Although the study of teachers' beliefs must come in hand with the study of their classroom practices due to the understanding that teachers' actions are dictated by their beliefs, Borg (2006) cautioned the nature of relationship between teachers' beliefs and their classroom practices. The relationship does not always suggest a linear connection. In the context of this study, the linear relationship is evident. However, this does not suggest a positive result as the beliefs indicated negative influences which result into negative practices.

This is a sign that could lead into pronunciation being totally absent from the teaching of English Language. It is already proven in several studies that pronunciation components help to improve learners' competencies in the English Language although adult learners progress at different levels due to factors such as motivation and attitude (Jenkins, 2006). The beliefs that the ESL teachers have about pronunciation were negatively developed from their early formal exposure to the language. This is then brought into the classroom where the teachers lacked the knowledge in integrating pronunciation with the other skills. Most of the participants in this study did not demonstrate an understanding of the appropriate ways to integrate pronunciation. Some participants who attempted to integrate pronunciation were unable to decide the level of explicitness and implicitness of the stages in an integrated lesson which made the focus of the integrated lesson unclear.

Thus, when beliefs and practices are congruent in a negative way, this indicates a serious problem faced in the English Language teaching and learning. One crucial

component is neglected and if the situation persists, the goal in achieving communicative competence would not be fulfilled. Learners would be deprived of their rights to develop a good self-image through good pronunciation. Teachers on the other hand would continue to sideline pronunciation as they would continue the norms that have been practiced by their senior teachers. It is where they opt to choose the ways that have been practiced by the majority in order to fit into the existing system. Teachers go through a period of adjustment, coping and survival; and if during this stage beliefs about pronunciation are not altered accordingly, teachers will continue teaching with the existing culture and traditions of teaching pronunciation. The passed on traditions of pronunciation beliefs and practices have further develop the teachers' negative attitudes, values and behaviours towards pronunciation teaching and learning.

5.3 Implications to the Theories and Practice

The findings of this study have implications for the ESL teachers learning processes which lead them to the decisions of pronunciation instructions and the role of social context that shapes the teachers' beliefs. In addition, this study has implications on the future and fate of pronunciation in the ESL lessons. The findings as discussed in detail in chapter four revealed in depth descriptions of the selected ESL teachers' beliefs about pronunciation instructions and evidence of pronunciation practices by the teachers. This in-depth understanding contains reflections of the ESL pronunciation practices in schools as well as the professional training that either support or abandoned the pronunciation content and methodology. Therefore the following are possible effects to the practice of ESL instructions in integrating pronunciation in the ESL lessons based on the findings of this research.

Many factors contribute to the change in teachers' cognitions and thoughts. It is important for the ESL teachers to develop appropriate theory about teaching and

learning as they are responsible in helping the learners to develop conceptual understandings of a particular subject matter and develop a critical view of education (Tatto, 1998). In the case of pronunciation instructions, teachers' previous experience as learners and previous attitudes towards pronunciation had infused further negative beliefs and practices towards pronunciation teaching and learning.

The findings in this study implies that it is important for the ESL teachers to have their beliefs about pronunciation instructions altered or changed especially on the awareness of the crucial role that pronunciation plays in improving the communicative ability of the learners. In this study the participants revealed their history of how they developed a negative belief towards pronunciation instructions. The negative beliefs were instilled when they were in their schooling years. Thus, the school community as well as the ESL teachers play a big role in creating a supportive environment and providing material support in taking pronunciation skills at par with the other language skills. The findings of this research thus revealed that contextual factors which include school climate or environment, examination policy, syllabus and norms set by more experienced or senior teachers have significant impact on pronunciation instructions. The mentioned contextual factors have negatively influenced the teachers' beliefs about pronunciation instructions. The ESL teachers have carried the negative beliefs which were developed earlier during their schooling years and professional training and were further influenced by the negative climate in the schools they are teaching.

Although it may seem that the only intervention to alter the teachers' beliefs about pronunciation would be during their professional training courses, in service training would perhaps be helpful for the ESL teachers to reshape their theories about pronunciation. The ESL teachers need to be retrained in terms of their understanding of the pedagogical aspects of pronunciation. The teaching of pronunciation cannot be based on the teachers' intuition. In fact, the ESL teachers need to be retrained on the

ways that they could incorporate pronunciation in their ESL lessons. Furthermore, in service ESL teachers need to constantly update their pedagogical skills and issues related to English Language through training. It is proven that contextual factors have the power to influence the ESL teachers' decisions in the ESL classrooms. Thus, positive contextual factors have the capabilities to alter the ESL teachers' beliefs about pronunciation instructions in giving a place that pronunciation deserves.

Secondly, the in-depth understanding of the ESL teachers' beliefs about pronunciation instructions shows that the teachers need input on the pedagogical aspects of pronunciation instructions and input on issues pertaining to pronunciation and intelligibility during their teacher training. Based on the study, it is proven that pronunciation was also sidelined in the teacher training courses. Hence, if teacher training courses provided sufficient and appropriate input to as how pronunciation should be taught and integrated, the ESL teachers will be more confident in dealing with pronunciation in their ESL lessons. Teacher training courses all these while have been giving too much emphasis on the theoretical and technical aspects of pronunciation which is perhaps only useful as a basic understanding of the English Language sound systems. The gap in the training of pronunciation is on the strategies to teach pronunciation in integration so as it goes hand in hand with the expectations of the English Language syllabus. The syllabus that outlines the contents of pronunciation skills that should be taught does not seem to be in line with the training that the ESL teachers have received.

As Tatto (1998) explained in her research on 'the influence of teacher education on teachers' beliefs', teachers are influenced by several norms that exist around them. These norms that may appear coherently are mainly 'programme norms' which refer to a specific teacher training programme, the professional norms which exist across teacher education and by these norms. According to Tatto (1998), the more these norms

are interacted among each other in consensus, the more they would influence each other. However, the situation or norms with regards to pronunciation seem to be in consensus in a manner that pronunciation teaching and learning is not well supported. If these norms continue to exist in a negative manner, the future of pronunciation instructions might be bleak. As evident in the study, the participants have been subjected to the conventional belief about pronunciation where pronunciation is not important, cannot be directly taught and could be easily picked up' by the learners. This situation requires a collective effort to challenge the long imposed belief about pronunciation. Although some of the research (Silveira, 2002) claimed that pronunciation is gaining its rightful place in English Language teaching, the situation in Malaysia is somewhat not supporting the claims. Pronunciation in Malaysia continues to receive the cold treatment by the ESL teachers. Teacher education holds a responsibility of creating opportunities and avenues for the teachers to realize the beliefs they have and these beliefs if found detrimental to the practices of teaching should be readjusted. This seem to be in line with Green's (1971) comments, "teacher education means being concerned with the modification and formation of belief system".

Based on this research, it implies that social, cultural, institutional, economy and political factors contribute to the formation of teachers' beliefs or framework about the teaching of pronunciation. To rely on the teacher training programmes to shape the teachers' beliefs may not be entirely possible or realistic. Teachers are only faced with the real teaching situations when they are out in the schools. The real professional environments that surround the teachers are the real training that shape the teachers' beliefs or framework about pronunciation instructions.

5.4 Recommendations for Future Studies

As reported in the previous section, the findings have impact on the ESL teaching and learning. This include the school community and other contextual factors within and outside the school that influence pronunciation instructions; as well as the teacher training courses. In considering the impacts, several suggestions for future research were identified and presented in this section for the ESL teachers' and researchers' considerations. All the recommendations are proposed with the aims to improve the ESL teachers' competency in teaching pronunciation, as well as to enhance the teacher training courses for the future ESL teachers to have a clearer and better approach to the teaching of pronunciation.

Based on this study it is clear that there is a pressing need for more research to be conducted specifically on ESL pronunciation instructions. Firstly, the focus of future research in this area could focus on the assessments methods that allow the inclusion of pronunciation component to be assessed in integration with other skills. Although in the Malaysian oral examination, pronunciation appears to be one of the construct of assessments, the findings of the study found that the ESL teachers tend to neglect the pronunciation part and had evaluated their learners' pronunciation abilities and proficiency based on their overall communicative ability. This brings back to the issue of the lack of emphasis on pronunciation in the school assessments. This appears to be one of the reasons that pronunciation is trivialized. The assessment on pronunciation should be a benchmark of the learners' improvement on their intelligibility of pronunciation.

Secondly, it is recommended that future research could focus on ESL teachers and trainers in wider settings where participants of the research from various schools, and learning institutions focusing on specific fields could be involved. In this light, it would be valuable if the school as well as other related factors could be the basis for the

selection of participants. This is to investigate the conditions of the schools or learning institutions that might influence the teachers' beliefs and decisions to incorporate pronunciation in the ESL lessons. This study has revealed that contextual factors have strong influence on the teachers' beliefs and decisions in their classroom instructions. Thus it is also worth that further investigation on the contextual factors is conducted to further understand the problems and issues related to each factor.

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APPENDIX

Appendix A



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

Telefon : 03-88846591

Faks : 03-88846579

Rujuk. kami : KP(BPPDP)603/5/JLD.6 (287)

Tarikh : 29 Jun 2009

Puan Shanina bt. Sharatol Ahmad Shah
No. 6 Jln Spektrum U16/11 Taman Bukit
40760 Shah Alam
Selangor

IC: 750302145110

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

Teachers Beliefs and Practices In Pronunciation Teaching In Selected Malaysian Secondary Schools - A Case Study

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(DR. SOON SENG THAH)

Ketua Sektor,
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia

s.k.

Prof. Dr. Moses Samuel
Ketua, Jab. Pendidikan Bahasa & Literasi
Fakulti Pendidikan
Universiti Malaya
50603 Kuala Lumpur

Pengarah
JPN Selangor



Rujukan Tuan :
 Rujukan Kami : JPNS/SPS/PPN/A25090/06/25/JLD 52 / (78)
 Tarikh : 14/07/2009

SHANINA BT. SHARATOL AHMAD SHAH
 NO.6 JALAN U16/11
 TAMAN BUKIT SUBANG
 40160 SHAH ALAM
 SELANGOR DARUL EHSAN

Tuan,

KEBENARAN MENJALANKAN PENYELIDIKAN / KAJIAN DI SEKOLAH-SEKOLAH DI NEGERI SELANGOR

" TEACHERS BELIEFS AND PRACTICES IN PRONUNCIATION TEACHING IN SELECTED MALAYSIA SECONDARY SCHOOLS - A CASE STUDY "

Dengan segala hormatnya merujuk kepada perkara di atas.

2. Jabatan ini tiada halangan untuk pihak tuan / puan menjalankan kajian/ penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan/puan diingatkan agar mendapat persetujuan daripada Pengetua / Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian / Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Tuan/Puan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan & Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan / kajian.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "
" KEJUJURAN DAN KETEKUNAN "

Saya yang menurut perintah,

(HAJI ABDUL RAHMAN BIN TAN SRI HASSAN)
 Penolong Pendaftar Sekolah Dan Guru,
 Jabatan Pelajaran Selangor.
 b.p. Ketua Pendaftar Sekolah Dan Guru,
 Kementerian Pelajaran Malaysia.

s.k. 1. Fail



(Sila catatkan nombor rujukan apabila berurusan dengan kami)

JABATAN PELAJARAN SELANGOR - TERBILANG

No. Telefon:
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 www.moe.gov.my/jpnssel

Appendix B

CONSENT STATEMENT

RESEARCH TITLE : Teachers' Beliefs and Practices in Pronunciation Teaching in Selected Malaysian Secondary Schools – A Case Study

You are invited to participate in a research study. The purpose of this study is to discover the beliefs of selected (ESL) secondary school teachers about the teaching of pronunciation, and to find out whether teachers' beliefs are congruent with their classroom practices.

The study will involve observation and interviews. If you decide to participate in the study, you will be observed for at least 3 lessons taught by you in your classroom, and interviewed four (4) times. The length of observation will depend on your class period for that particular day. The researcher will video-record and write field notes during the observation period. The interviews will take place outside of the classroom. Each interview session is expected to last from one (1) to one and a half (1 1/2) hours. The interviews will be audio-recorded. Field notes will also be taken during the interviews.

All audio recordings will be transcribed by the researcher. Narratives based on the field notes will also be written. You will be given the opportunity to listen to the audio-recording and read the transcriptions and narratives in order to clarify, modify and affirm what you have said to the researcher.

The information from this study will be used to write a doctoral dissertation and possibly some articles. No one will be identified individually in any of the writing. Your real name will not be used. Audio recordings (CDs and DVDs) used by the researcher will be destroyed when the dissertation is written and approved by the research committee.

If you have any questions at any time during the study, or if you experience any uneasiness as a result of participating in the study, you may contact the researcher : Shanina Bt. Sharatol, at 019-635 0951 or The Head of Department, Jabatan Bahasa & Literasi, Fakulti Pendidikan, University of Malaya (03- 79675139).

Potential benefits of participating in this study include self-satisfaction in having participated in a worthwhile study. Another is self-knowledge and articulation of your own beliefs about the teaching of pronunciation and its relationship to classroom practices.

.....

Subject's signature

Taking part in this study is voluntary. You may decide not to take part without penalty and without loss of benefits. If you decide to participate, you may withdraw at any time without penalty and without loss of benefits. If you withdraw from the study prior to its completion your data will be returned to you or destroyed.

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Subjects's signature :

Date :

Investigator's signature :

Date :

Appendix C

CONSENT STATEMENT

RESEARCH TITLE : Teachers' Beliefs and Practices in Pronunciation Teaching in Selected Malaysian Secondary Schools – A Case Study

You are invited to participate in a research study. The purpose of this study is to discover the beliefs of selected (ESL) secondary school teachers about the teaching of pronunciation, and to find out whether teachers' beliefs are congruent with their classroom practices.

In this study, your participation is taken as a support for the information provided by your English Language teacher. You are basically recommended by your English Language teacher to contribute information required by the researcher through a face-to-face interview session. You will be interviewed once. The interview will last from 20 minutes to 30 minutes. The interview will take place outside the classroom but within the school compound. The researcher will audio-record the interview and field notes will also be taken.

All audio recordings will be transcribed by the researcher. Narratives based on the field notes will also be written. You will be given the opportunity to listen to the audio-recording and read the transcriptions and narratives in order to clarify, modify and affirm what you have said to the researcher.

The information from this study will be used to write a doctoral dissertation and possibly some articles. No one will be identified individually in any of the writing. Your real name will not be used. Audio recordings (CDs and DVDs) used by the researcher will be destroyed when the dissertation is written and approved by the research committee.

If you have any questions at any time during the study, or if you experience any uneasiness as a result of participating in the study, you may contact the researcher : Shanina Bt. Sharatol, at 019-635 0951 or The Head of Department, Jabatan Bahasa & Literasi, Fakulti Pendidikan, University of Malaya (03- 79675139).

Potential benefits of participating in this study include self-satisfaction in having participated in a worthwhile study.

.....

Subject's signature

Taking part in this study is voluntary. You may decide not to take part without penalty and without loss of benefits. If you decide to participate, you may withdraw at any time without penalty and without loss of benefits. If you withdraw from the study prior to its completion your data will be returned to you or destroyed.

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Subjects's signature :

Date :

Investigator's signature :

Date :

Appendix D

Interview Questions (Phase 1) – Semi-Constructed In-Depth Interview

1. Could you describe about yourself to me in terms of
 - a) Your second language learning.
 - b) Your academic background.
 - c) Your experience teaching English Language.
2. How and why have you decided to take up English Language teaching as your career? How long have you taught English?
3. Were you exposed to Malaysian, American or British English? Why?
4. To what extent is pronunciation important to your learners' learning?
5. How important do you think it is for your learners to have a native-like accent?
6. How would you compare the learning and teaching of pronunciation with the learning and teaching of the other language skills?
7. How important is pronunciation in passing examination?
8. What do you find are the main challenges in teaching pronunciation?
9. How did you learn pronunciation in school?
10. What were the methods used in teaching pronunciation when you were in primary and secondary schools?
11. How often did you speak English at home? How supportive was your learning environment at home?
12. What was your feeling about learning pronunciation in school? How important was learning pronunciation to you?
13. Could you tell me of any method on teaching pronunciation that has a significant impact on you?
14. Could you tell me about any teacher that has a significant impact on you in teaching pronunciation?
15. How did you learn to teach pronunciation? What kind of courses did you have for pronunciation training?
16. How had the pronunciation courses in your professional training helped you to deal with the teaching of pronunciation?
17. How do you feel about teaching pronunciation?
18. How much time within the spoken English component do you devote to the teaching of pronunciation?

19. How did your training encourage pronunciation teaching?
20. What influenced you the most about your pronunciation pedagogical training?
21. Could you tell me about any pronunciation teaching method that you are familiar with or that you use in the classroom?
22. Which method/s of teaching pronunciation do you prefer? Why?
23. Could you tell me your beliefs about pronunciation learning and teaching? What are they based on?
24. Has anything caused your beliefs on pronunciation teaching and learning changed over the years?
25. What is your idea of an ideal pronunciation class/lesson? What is the best way for pupils to learn pronunciation?
26. How do you incorporate your beliefs of pronunciation instruction? Are there any factors that hinder your beliefs?
27. How would you describe your role as a teacher in teaching pronunciation? How satisfied are you with your lessons on pronunciation?
28. How do you select the content of pronunciation to be taught to your pupils?
29. How do you organize the content of pronunciation in your teaching? What are the priorities? Is there any particular sequence of the content taught?
30. Why have you decided to focus on certain content of pronunciation?
31. In your professional opinion, what do you think is the most effective way to teach pronunciation? Why?
32. How do you know that the pupils have improved their pronunciation from your pronunciation lessons?
33. What are the ways that you would like to improve in your pronunciation lessons?
34. How have your pupils respond to your pronunciation lessons?

Interview Questions (Phase 2) – Stimulated Recall Interview

1. Do you prefer to teach pronunciation as a separate lesson or integrated with other skills? Why?
2. How much time do you think should be allocated for the teaching of pronunciation?
3. How do you plan your teaching for a unit in integrating the skills and language content?
4. What is your objective of teaching pronunciation?
5. Are you expected to provide as much information as you can of the appropriate pronunciation model?

6. Do you prefer to provide your students with explanations of the content of pronunciation?
7. Do you think learning pronunciation is a matter of learning the rules of pronunciation?
8. What are the skills that you think is suitable to be integrated with the teaching of pronunciation?
9. How do you organize the syllabus to teach pronunciation in meeting the needs of the pupils in learning pronunciation?
10. How important is it for you to ask your learners to repeat and practice a lot in learning pronunciation?
11. Which pronunciation teaching materials are you aware of or familiar with? Which do you use? Why?
12. How often do you teach these aspects of pronunciation? (Sounds, IPA, stress, rhythm, intonation & features of connected speech).
13. What are the reasons why you would not focus on any of these aspects of pronunciation? (Sounds, IPA, stress, rhythm, intonation & features of connected speech).
14. How confident are you about teaching these features of pronunciation? (Sounds, IPA, stress, rhythm, intonation & features of connected speech).

Appendix E

Interview Questions – Pupils

1. Tell me which part of the English Language subject do you like?
2. What is your reason(s) for learning English Language?
3. How do you improve your pronunciation?
4. How have your English teachers help you to improve your English pronunciation?
5. How do you revise the pronunciation component on your own?
6. How often are you given exercises or tasks on pronunciation by your teacher?
What are the examples of the exercises?
7. In learning English, is it important for English Language learners to learn pronunciation?
8. Which accent would you like to follow? Why?
9. Which accent is taught to you by your teacher?
10. How satisfied are you with your pronunciation in English?
11. Do you think learning pronunciation through rules and description or explanation is enough?
12. Does listening to native speakers' speech and watching English programs of native speakers help you to improve your pronunciation? How?
13. How will you advantage from having good pronunciation in English?
14. Do you think pronunciation is important to pass examination?
15. How important do you think it is to have good pronunciation?

Appendix F

Classroom Observation Checklist

Teacher : **A** **B** **C** **D** **Date** : _____
Class : _____ **Time** : _____
No. of pupils : _____

A. METHODS	YES	NO	REMARKS
1. Invites class discussion on certain pronunciation aspect.			
2. Uses visual aids such as mouth and lip illustration of sound articulation.			
3. Offers explicit instruction about pronunciation including phonetic transcription.			
4. Uses games / interactional activities.			
5. Uses drill exercises.			
6. Compares sounds in the learners' L1 and L2.			
7. Employs ICT.			
8. Constant recycling of the pronunciation points.			
9. Provides learners with rules then practice through activities.			
10. Conducts listen and repeat activities			
11. Uses minimal pair drills.			
12. Uses contextualised minimal pairs.			
13. Uses tongue twisters, rhymes, poems, etc.			
14. Uses silent practice.			

15. Reads aloud, recitation.			
16. Records learners' speech samples.			
17. Practice at word, sentence or paragraph level.			
18. Encourages self-monitoring strategies			
19. Contrasts spelling and sounds.			
20. Work in pairs / groups.			
21. Uses native speakers' speech sample.			
22. Uses role- play, drama, etc.			
23. Others.			
B. INTEGRATION OF SKILLS	YES	NO	REMARKS
1. Input – Contains vocabulary, pronunciation, grammar that can be modeled by learners.			
2. Learner processing - Listening or reading tasks (focus on meaning through form, fluency practice, communicative, meaningful).			
3. Learner output 1 – (Flow diagram, grid, tree diagram, pictures etc from input material)			
4. Learner output 2 – (Freer interactive setting – information gap, roleplay etc).			
5. Others.			
C. CONTENT	YES	NO	REMARKS
1. Sound discrimination (vowels, consonants and diphthongs).			
2. Consonant clusters in different combinations.			
3. Past tense and plural forms.			
4. Stresses in two-, three-, and four-syllable words.			
5. Stresses in compound words.			
6. Sentence stress and intonation.			
7. Homonyms – homographs, homophones.			
8. Contractions.			
9. Words borrowed from other languages.			
10. Others.			

D. TEACHER-STUDENT INTERACTION	YES	NO	REMARKS
1. Solicits pupil input.			
2. Involves a variety of pupil.			
3. Presents difficult ideas using several different methods.			
4. Relates concepts to pupils' experiences.			
5. Pupils are guided to assess their own work and encouraged to be independent learners.			
6. Pupils enjoy their work and show good attitude towards learning.			
7. Others.			
E. PUPILS' RESPONSE	YES	NO	REMARKS
1. Pupils show awareness of pronunciation matters.			
2. Pupils attend to activities.			
3. Others.			
F. OTHERS	YES	NO	REMARKS
1. Was the pronunciation syllabi being followed?			
2. Was/were the objective(s) on teaching pronunciation achieved?			
3. Were the pronunciation materials used adequate?			
4. Did the classroom environment enhance the learning of pronunciation?			
5. Was there evidence of appropriate communication for pronunciation practice?			
6. Were pupils being assessed in pronunciation?			

Appendix G

Interview Transcript – Subject 1

Interviewer: I'll ask you some basic questions. This is about your, more about yourself, your second language learning, your TESL education and also your experience in teaching the language. First could you describe about yourself in terms of your second language learning. How do you learn your; if you consider English as your second language or if you consider this as your first language; how were you exposed in learning?

Interviewee: Uh, okay. Actually since young, um, I was very much exposed to English because both my parents are English educated, one; and uh, they were very particular about language learning so they never taught me the mother tongue. I never went for any mother tongue lessons. Till today, I don't know how to read or how to write my mother tongue but I do know how to speak; I do understand because they still speak at home. So they always had a mixture of English and Tamil, all the time. And then, they were very well disciplined. My parents were very focused on Maths and Language. They never allowed me to watch any Tamil movies, anything to do with mother tongue; no songs, articles or influences of... I had very, very few Indian friends and most of my Indian friends won't converse in Tamil. They're from a well, educated family; English educated. And, I studied in a Kampung Tengku, which is a; which was a good school those days. Very close to my teachers. Most of my teachers speak very well.

Interviewer: You mean Kampung Tengku in PJ?

Interviewee: PJ, yeah. Most of my teachers speak very well. So, and I'm a very teacher kind of a girl. So, I got influenced by them. And, I went to Assunta after that. Father made it a point for me to go to one of the best girl schools. Where academic is given importance. And over there you know, Assuntrians, it's more to Christianity and all. A lot of mixtures there. A lot of em, Portugese and Christians and all. Uh, their sole language there was English medium even though it is a Malay school. So, it was all English. They spoke very well over there, my bunch of friends. (Inaudible) And during my 5 years of school I never had an Indian friend. I had only Chinese, Christian and Malay friends who speak very well.

Interviewer: I see, okay.

Interviewee: Then, I'm from an average family. I still have Tamil elements in between. Then after that I; after my SPM, I went to MMU straight. MMU's medium is English, no Malay. All reference books, all courses; each and every course was in English. So since I did my Bahasa in SPM, I got an exemption so I never took any Bahasa courses in uni. Everything; four years was a, four years were in English. Malacca and then in Cyberjaya. And some more, IT terms are all, you know all in English as we browse through internet and everything. Then after that uh, actually I don't know why I took up IT. It is not my field. My talent, I suppose is on something else. More to mass-com, journalism and things like that. Well, I did it. That time, It was very famous but I don't regret because now IT has lead me to education if you see where I am now. Totally different thing. And um, then after that, um, I was in the private sector. 6, 6 other jobs. Chinese firms except Maybank. But still, most of the times I converse in English because

I had to meet a lot of outsiders. A lot of like uh, you know this, the blacks and Chinese businessman and all these you know, all these Malay businessman. When you meet all of them you know, they speak, they can converse very well in English. So that helped me a lot. So it's like, it played a role in every stage of my life; every phase of my life. I was gifted with that. And then uh, I decided to take up; I tried for this interview, KPLI, went in for TESL. My friends were a bit like, they doubted, they said "eh, you're IT graduate, how are you going to do TESL? You don't have any background". I said "Well, um, I like to teach. I can speak, I can write. Of course I don't know the depths, the techniques of it. So that's the reason I'm applying for the course, I'm not going into the school straight away teaching".

Interviewer: But what was your real passion? Was it in IT or was it in teaching?

Interviewee: None. I wanted to be an air stewardess because I got a scholarship actually. A sponsorship by MAS. And I wanted to be a secretary. Because secretary, you get to dress up well, you speak to outstanding people, communicate with them, you'll have a lot of social contacts. I like these kind of things; customer service, talking and mixing around. But my parents did not support. Parents didn't like because they were still the reserved kind of a person. You know girl; prestige and pride. Like air stewardess. I dunno who told them the stories that you'll have an affair with the pilot, it's not good you're travelling around and if it's a steward, secretary; a lot of scandals and affairs and things like that. Well, I tried to tell them but they didn't accept. They wanted something secure. Something respectable, noble job and things like that. But at one point, it doesn't make any sense now la. Because it isn't appreciated la, teaching or whatsoever as an educationist. So that was my passion. Then after that, here I am. I dunno how. And as I said, "I'm not gonna stop here". I feel like changing the field. I want to go back to private. I can still impart my knowledge. Training, development in companies. Still, it uses the international language. If you'd need to go out of the country, that'll would be superb. You need to converse, when I think like that. Or maybe in Kementerian, the Ministry. I thought of trying in the Ministry which is not easy, but I want to give it a try.

Interviewer: It's more of like loving the language, the teaching profession.

Interviewee: Emm, actually, yes. It comes from the love. That's what My father used to teach me since young. You don't like the subject; he'll say that you must love the subject (Inaudible). You must love the subject. But before that, he'll say another thing. You must love the teacher. You must love the teacher then you must love the subject. And you will tend to score. That's the only thing he taught me. Till today, I still tell my students in the class. I think which is very true. You must like it very much. Because you see, I don't have a professional. I don't have a professional training because KPLI is a crash course; one year course. If you compare to teachers who went to Maktab; four years, five years, they are somewhere. They have the actual knowledge. I have the actual knowledge for IT because I did it for four years. But em, when you compare to them, they will say "KPLI is just a crash course. How can you say the teacher is qualified?" Which, I don't deny.

Interviewer: You did not, uh, straight go into the KPLI course right after your, you finished your first degree right?

Interviewee: Nope.

Interviewer: Uhuh, you worked first?

Interviewee: Yeah

Interviewer: Okay. In, uh,

Interviewee: In 6 other private sectors. I was looking for my passion.

Interviewer: Uhuh, I see. Then, only because of your parents, uhm...

Interviewee: Not, not really. But, uhm, my mom said "why don't you try since you like to speak, you like to teach". I wanted to serve students. I mean, a lot of students were lack of moral. And uhm, I wanted to pay back the government who gave me the PTPTN loan. By servicing in the government.

Interviewer: Right, okay, I see. Okay, none of the uh, those were private sectors?

Interviewee: Those were all private sectors.

Interviewer: Okay. Alright. Could you actually describe about your one year of KPLI? What, uh, what did they teach you?

Interviewee: We had standard lessons like grammar, uh, we had literature. But the thing is that, they didn't cover the entire syllabus. Like literature, they only taught us The Pearl. But in schools, from form 1 to form 5, The Pearl is only taught in form 5. So from form 1 to form 4, they expect us to learn on our own. Oh, they had a little bit of form 4 literature. So, one and three, we had to do it on our own. So, they just cover the techniques of teaching certain things like writing, grammar. Pronunciation, uh, not really. Um, writing, grammar, all the main four skills la. Reading, reading no. there's no reading. That's all on our own. And then we had unnecessary subjects. Like, uh, we had Moral, Agama, Alam Sekitar. We got to do folio and study about alam sekitar. So, I think that is irrelevant. And it's packed. Very tight. It was a crash course. One very...

Interviewer: (Inaudible) On teaching courses?

Interviewee: Exactly

Interviewer: And did you have to go through any linguistic courses?

Interviewee: Not really. Not so in detail.

Interviewer: Okay. Uhm, were you taught anything like Applied Linguistics, you know, focusing on, uh, sentence structure, grammar.

Interviewee: Very mild. Under grammar. That's it.

Interviewer: Just merely on grammar. But nothing at all on pronunciation? And you did not take any courses on English Phonetics and Pronunciation? Were there such course?

Interviewee: No. not at all. But uh, one of my Dean suggested a book. Again, I was a teacher girl there; lecturer girl there. I need to tell you, one of another, another factor that really pushed me into becoming a teacher is because of my teachers. I love them very much. And my lecturers. I love them so much. It's just like what my dad said.

Interviewer: You love the lecturers in KPLI.

Interviewee: KPLI, MMU and I love my teachers. I still keep in touch with them.

Interviewer: Back in school?

Interviewee: Yes, Assunta is nearby anyway.

Interviewer: Alright, alright.

Interviewee: I met them there for one of the MUEt course, PMR courses that I attend. I went there, forgetting that I am a teacher; I was running after them, "teacher, teacher, teacher".

Interviewer: I see. Well, so, um, if they are one of the influences why you become a teacher, why didn't you take up the teaching course at the beginning? I mean, instead of going and taking the IT course.

Interviewee: Salary. That time salary was very, very low. No improvisation yet. Only after that, lately only the government has, you know, they improvised. They (Inaudible) at us, looking, doing, and doing all the donkey job. And finally, they have a lot of improvisation and things like that. And no opportunity. I had no one in the education line around me. All my friends, all ended up in private. Different. So, nobody was there actually to push me to the government side; to teaching side. Even my teachers have never told us to become teachers. They never suggested such a thing. I don't know why. So the thing was not up there. The main concern was salary. Those days, it was not high. Right? Only know they have revised the graduate's pay. And I started off, I started off with rm1700; standard graduate's pay. Rm1600 or rm1700? No, rm1600 something. Standard graduate's pay outside; private. Beginners. Only then I became a bit, oklah, comfortable

Interviewer: I see. Okay. That must be around 2000... What year was that? When you started?

Interviewee: I started, oh, after my degree? Immediately after my degree. My last day. Friday was my last class, Monday I started my work. I'm a bit hard-working in finding and finding for jobs. I had a lot of offers to chase. That's why I managed to switch. Switch not for fun. I wanted to know. I didn't want to make a mistake like what I did for my course. No, I, I knew my passion, my talent was not there but I went through my flyers. I don't want to do the same thing in my working line. I want to do what I really want and what I really like. So that's why I switched jobs. I was looking for the area I was really good at.

Interviewer: Okay. Uhm, can you describe about your teaching, your experience in teaching English. How long have you taught English?

Interviewee: Close to four and a half years la. Close to five I think.

Interviewer: Four and a half years?

Interviewee: Ehem, (Inaudible), ah, close to four and a half. This would be my fifth year.

Interviewer: Uhuh. Is this your first school?

Interviewee: Second.

Interviewer: This is your second school.

Interviewee: First, I was posted to Kinabatangan, Sabah. A rural area, I tell you. Well, uhm, the moment I went there, everything, all my intentions, my passion, my dreams were killed la. Torn apart. Because whatever that I had and I learned here, nothing could be applied there. Except my IT skills. Because, they were not developed like us. So, people there were not so PC literate, and they couldn't use the ICT there. When I went in there, I managed to use the ICT which actually made them all upset.

Interviewer: Uhm, what do you mean?

Interviewee: That they don't like, they have this concept. They don't like Peninsular teachers to be better than the Sabahan teachers. And they say it out straight forward. And there's a lot of black magic, so a couple of teachers were charmed. If you show them that you're very potential. Like uhm, within three months, I was very active in sports. I was an athlete, so I was very active in sports; there was this very good coach. I guess he recognized the talents and all; me and my friends. So, within three months I became the state coach for footwalk and everything for Sabah. So, I went out a lot. Represented and things like that. Uh, I mean, you can grow in terms of ah, sports. Academic wise, their mentality, parents' mentality, difficult. Difficult to teach them. And it's ridiculous I know but teaching English in Bahasa, that's what happening nowla.

Interviewer: Which part of Sabah was this?

Interviewee: Kinabatangan

Interviewer: Oh, Kinabatangan

Interviewee: Center of Sandakan and Lahad Datu. Two hours roadways to the town.

Interviewer: Alright. Okay. So, teaching English was another, you know, something difficult.

Interviewee: Very difficult. Disastrous over there.

Interviewer: Uhuh, why was it disastrous?

Interviewee: Because they don't have the intention to learn. They don't give the importance to it. Over there, they have their mother tongue. Apart from their mother tongue, next is BM. After that only English falls into place.

Interviewer: So, how did you survive in teaching English? Or what language did you use yah? You don't know their mother tongue. I, supposedly you don't speak their mother tongue.

Interviewee: Yeah, yeah. 32 ethnic languages there. 32 or 34?

Interviewer: So, how did you communicate with them? How did you teach English?

Interviewee: Bahasa. But Bahasa also they don't understand. They don't understand Bahasa. Even Bahasa teachers also complain. But, somehow or rather like that, no choice. Bahasa in English. It's very tough to teach them. And only a few, I mean ah, those whose parents are well-educated, estate manager's children, a couple of them, ah they all were okay. KadazanDusun people were okay. The place where I stayed were full of orang Sungai. Orang Sungai are not so civilized yet. They don't have like astro, they still mandi berkemban. Ah, they're not developed like us. I'm total town girl. I went to this student's, not even a kampung. Even kampung is well-developed now. Like an uncivilized people; in a place with uncivilized people. So, it's very tough, very tough. Internal pressure, external pressure to convey things to them, to explain. The next day, they'll forget. But again, comparing here, it's the same thing. 2, 5 times 2 and 2 times 5, back to square one.

Interviewer: Even though this is an urban area?

Interviewee: Town area, yeah.

Interviewer: And, what made them the same? I mean, in terms of?

Interviewee: Attitude. Attitude of accepting English as a language. An important language to be learned. Um, discipline. Over there, they carry parang; they don't like you. Over here, they'll sue you in court. That's the only difference. The mentality is still the same. Over here, most of them are village people. Only recently they've switched it to concert, right? A lot of buildings and all. Earlier it's all from estates and village people. So, the mentality is still the same. But, so much better Ia than in Sabah. The parents are a little bit more educated; the percentage is higher. Educated, very socialized, they know a lot of things, IT savvy and things like that. Over there, not really.

Interviewer: Okay. If here, parents are a lot more concerned.

Interviewee: Concerned and also they defend, they'll defend their children too. Like same thing over there. Over there, they defend for their children's fault.

Interviewer: But attitudes of the students in these two ah...

Interviewee: Same.

Interviewer: The 2 schools are the same.

Interviewee: Towards the language. Towards the studying. Towards education. Same.

Interviewer: What about their proficiency? I'm sure there's a little bit of difference.

Interviewee: Over there?

Interviewer: Uh, over there and over here. If you were to compare.

Interviewee: Yeah, definitely here we can see a community which can speak better. But over there it's difficult. Very difficult. Even the manager's children, the Kadazan Dusun also, quite difficult. Could be the Orang Sungai people's influence. But if you go to the town, they can speak. The town, uh, KK they can speak.

Interviewer: But basically, teaching in this school you can use ah, English, yeah, uh, most of the time when you teach as compared to when you were in Kinabatangan.

Interviewee: Yeah, can. Exactly. Kinabatangan more on to Malay. It's basically teaching Malay. Because language you can't teach in Malay right? But we were forced to teach English in Malay. Which is not right. But uhm, no other choice. Because Malay itself is tough for them to accept.

Interviewer: So, would you say that you used about 80% of Bahasa Malaysia when you taught in Kinabatangan?

Interviewee: 70, 80%.

Interviewer: 70-80%. So, you still uh, taught all the scales.

Interviewee: Yes, I tried. Because it's a one session school and though it finishes at about one something, most of the time I'll be staying back until 6 something.

Interviewer: Alright, doing uh?

Interviewee: Doing my work, comparing lessons. Most of the times, I go online. And then uh, every time I come back to Peninsula, I get all the books. I actually had two big bags of books which actually my uncle brought; all from Peninsula. I get all the books from Peninsula, very difficult to get books there. And all my internet stuff, all I surf here. Cause I have the textbook, I have the syllabus, everything I get it from here.

Interviewer: So, how long where you there?

Interviewee: One and a half years.

Interviewer: One and a half years, okay. And then uhm, was it easy to ask for a transfer to this school?

Interviewee: No. I didn't ask specifically. I said as long as I can come back to Peninsula I'd be very happy. They didn't let me go because I was the only Indian teacher for the district. They need a lot of Tesl teachers; highly in demand. Highest Ia. It was very difficult to come back. But a lot of other threatening stuff happened, external pressure and a lot of bad experiences with the people there. It was not safe to stay there. Cause my parents came visiting me. They were worried, really worried. So it was really risky. I was stuck all alone there. So that also contributed me; you know I had mental pressure, so worried. Even I had this one point when I was taking my shower, I was thinking "why don't I just die here" you know.

Interviewer: To that extent.

Interviewee: Yeah, a lot of bad experiences. Medicine, food, people, thinking, entertainment, you know, no entertainment. And family all over here. Now I'm very attached to my family. When you have lots of money but you don't have love of your family, no point. So, I said, I'm giving up the money there because over there my pay was high. I get about 900, close to 800-900 of extra allowance.

Interviewer: Were there many English teachers there?

Interviewee: No. All Sabahans. I was the only non-sabah, ei, non-sabahan.

Interviewer: You're talking about English teachers?

Interviewee: Em, in my school.

Interviewer: Roughly, do you remember the number of teachers in your school in Sabah?

Interviewee: Oh, English teachers? Okay, around... They were not English optionist. They were just asked to teach English because not enough of teachers. Four-five. It was a new school, so we had; the time I left it was all the first batch of form 1, form 2, form 3, form 4.

Interviewer: Yes, but they're all Sabahans.

Interviewee: Yes, they're all Sabahans.

Interviewer: Yeah, their own place.

Interviewee: They're comfortable. They can still converse in their mother tongue. And I used to get essays written in mother tongue; Bahasa Sungai, which I don't understand.

Interviewer: Okay. English essays in Bahasa Sungai?

Interviewee: Ehem. English essays in Bahasa Sungai.

Interviewer: Right, right. Okay. But not all the time?

Interviewee: Not all the time.

Interviewer: But were they actually able to write even a sentence?

Interviewee: Ah! Can.

Interviewer: They can write, they can explain.

Interviewee: The first, actually when I went in, I devoted myself to the form 3s the first time they sat for, no, twice they sat for PMR. The second time, I was there. Actually the percentage went up. They always give me, the first five classes would be me who was holding it. So the principal was quite happy. That's because I was single there. And uh, I had no choice because staying at home is dangerous. Not safe the place I stayed.

Interviewer: So, you spent most of your time in the school.

Interviewee: Time, in the school. And the school is a new school; air-conditioned, cubicle. So, very private but a lot of spirits moving around because the school, it's in the jungle. It's a new school. People don't actually occupy those places. As long as they don't disturb me, I don't disturb them. But most of the time I'd be preparing worksheets, doing my ABM, cause we have time after that. Sports and everything. (Inaudible)

Interviewer: I see. What about your relationship with English teachers there?

Interviewee: Oklah, not close. Because nobody accepts our, uh, I mean, nobody actually listens and uh, accepts our ideas. As I said, they don't like us to be better than them.

Interviewer: Right. Okay. So, uh, how long have you been teaching here in this school?

Interviewee: Here?

Interviewer: Yeah.

Interviewee: Three and a half? Close to four. Yalah, three and a half I think.

Interviewer: Uhuh, three and a half months.

Interviewee: I mean, here, three and a half years. Yalah, somewhere around that.

Interviewer: Okay. Alright. So this particular year, how many classes do you have? How many English classes do you have?

Interviewee: Uh, earlier, we used to have 28 periods, 6 classes.

Interviewer: 6 classes? Right now do you teach...

Interviewee: Only this year 5 classes.

Interviewer: 5 classes.

Interviewee: 28 hours. 28 to 30. First year I came here was 30 I think. 28 or 30. In Sabah it was 31, 32. Beyond the Ministry's time. It's beyond (Inaudible) for teachers. That was packed like hell. When I came here it was 28, 30. Only this year, 25.

Interviewer: Uhm besides teaching. Do you have many activities that are related to English? Extra activities? I mean out of the classroom, out of the English lesson.

Interviewee: I mean, related to English we have the English Language Society. Again, I'm the teacher advisor this year. Last year, I was also, one of the teacher advisors. We had a lot of activities but no, not a lot of cooperation from the students because they are weak and no confident. And no support from the people, the community. If it's English language, if it's English society, the mentality is really out. They don't support. They don't play along with us. They don't enjoy. It's only within those students who are good in English, the members, the teachers; macam syok sendiri la. But we are quite active in this pizza hut, NIE, every year. Once, we were shortlisted, I think 2 years ago. And then last year, we went for the high-tea. Then we were called to perform a sketch last year for the STAR new pizza hut

opening launch. And then we had magic shows in schools, quizzes, during co-curriculum we would have quizzes and scavenger hunt. So these are the thing which really keeps us moving. But participation wise very less, very few. This year slow down because PPD has no money it seems. School has no allocation. So going out, we had fieldtrips to Cameron and all. Going out is going to be tough. Organizing anything grandly in a bigger scale is going to be tough.

Interviewer: How much are we going to top up?

Interviewee: And the admin work, very difficult, too difficult.

Interviewer: Going back to how, your learning of the English language right. Uh, how exposed were you to the different types of English? We have American English, the British English and even Malaysian English.

Interruption

Interviewer: Okay, so sorry about that.

Interviewee: No problem. So, where were we?

Interviewer: Yeah, so the types of English. American, British and also Malaysian English. How exposed were you to these different types of English?

Interviewee: All this while, British and Malaysian English only. American, uhm, now I'm doing my masters right. Yeah, most uhm, most of them are to American English. So some of the poem selections, and some of the articles that they give are very American-nish. So, that's when I started noticing the differences. So, from the beginning not much of American. Oh yeah, movies. Only from the movies. I know some of the differences from there. That's about it. Mostly Malaysian and British.

Interviewer: Okay. Alright. How were you exposed to Malaysian and British English? I mean, how, uh, who were your influences?

Interviewee: My parents, my teachers.

Interviewer: Right, right.

Interviewee: Uhm, movies not really. Radio programs.

Irrelevant part of interview

Interviewee: Story books, school library, materials provided in schools, my friends, that's about it.

Interviewer: I see, okay. So, uhm, let's go into pronunciation. Uh, pronunciation learning. How important to you is pronunciation learning; learning pronunciation?

Interviewee: It's very important. Because if you can't pronounce then you can't speak.

Interviewer: So, that's the beginning of learning English.

Interviewee: Yeah, very important. But now, since we have different dialects and different slangs and everything ah, everyone just hentam especially Manglish. So, the pronunciation is important. Over there, it runs away la. It's not given proper importance. But I think it's very, very important.

Interviewer: Okay. Alright. Important in terms of pronouncing correctly?

Interviewee: Ehm, correctly, accurately. It's important.

Interviewer: Okay, uhm, how important you think it is for your learners to have a native like accent? To sound like the natives.

Interviewee: Here?

Interviewer: Well, some of it isn't really clear because most of the students speak Malaysian English. Do you find it important at all to teach them, uh, British pronunciation? Because the model that we have is only, you know the native model. Otherwise we would speak like Malaysians.

Interviewee: Exactly. As far as I'm concerned, I don't think so lah. I think we can just maintain the Malaysian English, as long, because the Malaysian English is more to British English, it's not much of an American influence. So, as long as they can speak, they can pronounce it accurately, uh, properly, correctly, I think that's fine. We need not like tell them to speak like them. Whatever it is, we have to protect our culture, our originality as well. If in that case then, all parts of countries they have different style already; Japanese, Indians, and Chinese. All from other countries, they speak in English but their accent ins different already. So I think it's not necessary. As long as you can understand what, uh, an outsider; let's say a foreigner comes to the country, as long as you can understand what they're trying to say, I think that's sufficient. Getting them to speak and pronounce it's a big thing. And getting them to adapt to another person's slang and accent; I think that a secondary issue. Unless that person is really, really good. Or the person is like, say from overseas, you know, parents migrated here, they're studying here, of course we can't be forgetting them la. That's the thing.

Interviewer: Okay. I think we'll stop here for now.

Appendix H

Sample of Observation Transcription – Participant 2

Lesson Subject 2.1

1. What beliefs do teachers hold about pronunciation content and instruction?
 - a. What are the teachers' beliefs about their role in teaching pronunciation?
 - b. What are their beliefs about focus areas in learning and teaching pronunciation?
 - c. What are their beliefs of effective approaches to the teaching of pronunciation?
2. How do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?
3. How are teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

Teacher: Okay, has everyone got one?

Students: Yes.

Teacher: (Inaudible).

Students: *Classroom chattering (Inaudible)

Teacher: Okay, let's look at the paper that you've just got. Ah, these are words that you've done before.

Students: No.

Teacher: Yes, you have. It's only a revision. Remember, you've done several years ago.

Students: No.

Student 1: Teacher, what is cleansing?

Teacher: Okay. Right. Let's look at the words. The vocabulary on the left. With proper pronunciation. Okay? Before you choose the right name. Okay? Right. Ah, to do the first one, right, to pronounce how the word is supposed to be pronounced, I am going to call from (Inaudible – Student's name), to say the first word.

Student 2: First word? Vanquished.

Students: *students practicing pronouncing the word "pronunciation".

Teacher: Boys. Okay. Thank you. Okay, now, out of the words given, okay (student's name), are you ready?

Student 3: No.

Teacher: Name familiar, defeat and protect. Which one do you think?

Student 3: It is defeat.

Teacher: Defeat? Right, defeat. Class, is it 'defeat'?

Students: Yes.

Teacher: Right. The meaning is 'defeat'. Okay? So, you underline that part or you highlight that part because later on, you are going to use that word to fill in the blanks in part B.

Right, number 2. Okay, now I'm going to find a victim who has been so quiet all these years. Nadia. Okay, Nadia, can you say the word?

Student 4: 'Plandistic'

Teacher: 'Plandistic'. Very good. 'Plandistic'. What could be the meaning of 'plandistic'? Okay, who wants to find or who knows the meaning of plandistic? You want to try (Inaudible – student's name)? What are you going to say?

Student 5: No idea?

Teacher: No idea is wrong. Okay. Right. (Inaudible – student's name), do you know the meaning? What? No idea? Still no idea. Ahmad, you seem to be smiling I'm sure you know what it means.

Student 6: Yalah, show off.
Teacher: What Ahmad?
Student 6: Should I stand?
Teacher: Yes.
Student 6: (Inaudible) The meaning is concealed.
Teacher: What did you say? The meaning is concealed. It starts with a 'C'. Good point. Good point. Sometimes when you don't know the meaning of words, you look at the contextual clues. Right. Okay so here you are looking at the alphabets. (Inaudible) It starts with a 'C' so it's (Inaudible). No wrong. Okay, right. But, Ahmad, the meaning is wrong. (Inaudible). But what's another meaning for concealed?

Students: Hide.
Student 7: 'Plandistic'.
Teacher: Okay, 'concealed' or 'hidden'...
Student 8: 'Secretive'
Teacher: 'Secretive'. Okay, I want you to think about, how 'plandistic', what kind of situation can you use that word in?
Student 9: Plandistic in the room.
Teacher: Room? Secretive room. What's a secretive room? A cellar. Do you know what a cellar is? You got a cellar at home?
Student 10: Teacher, how to spell?
Teacher: C.E.L.L.A.R. Downstairs.
Student 11: Where you keep wine right?
Teacher: Okay, um, a secretive affair. Yes, it fits. 'Plandistic' affair, right? Yes, (student's name). Are you mature enough to think about this secretive affair? Or a secretive mission? 'Plandistic' mission. Something done secretly. Right? Or secretive meetings? Okay? Pitting, rowdy and truthful. The simple words. Right, rowdy means what?

Students: Rough.
Teacher: Rough. Alright. The next word, (Inaudible – student's name).
Student 12: 'Exsecrable'
Teacher: 'Exsecrable'? 'Execrable'. Right. Like 'Executive'. Uh, what other words? E.X.E.
Student: 'Executive'. 'Execute'.
Teacher: 'Execute'. Right.
Student: 'Exercise'.
Teacher: 'Executive'.
Students: 'Executive'. 'Exec'.
Teacher: 'Executive'.
Students: (Inaudible).
Teacher: What Daniel? 'Exactly', no that's different. E.X.A. Okay, what could the meaning of 'Execrable' mean? Okay. (Inaudible & student's name) Okay, right. What is 'Execrable'?

Students: 'Detestable'.
Teacher: 'Detestable'.
Students: 'Admirable'.
Teacher: 'Admirable'.
Students: Ah, right.
Teacher: No, I was just pointing to him. That's not the answer.
Students: Ah.
Teacher: Okay. Now, use your logic. Because 'Admirable' and 'Amiable'. What's 'Amiable'? 'Amiable' and 'Admirable'. They're all positive things isn't it? Right? 'Detestable' is? 'Detestable' must be the meaning isn't it? (Inaudible). Okay, so it's 'Detestable' or 'Hateful' or 'Abominable'. Alright, someone that hates.

Students: (Inaudible)
Teacher : (Inaudible). Right. 'Grove'?
Students: To feel.

Teacher: To feel. To feel with what? Your hands. Why?

Students: To feel with pleasure.

Teacher: Because it's dark right? Because you cannot see.

Students: No.

Teacher: To feel. You know when it's dark, Amar, what do you do?

Student: (Inaudible).

Students: (Inaudible – classroom chatter).

Teacher: (Inaudible). You were laughing. I don't know why. Okay, right. In a dark room. Let's say you want to walk but you can't see. So, how do you walk?

Student: You grope, you grope the walls.

Teacher: How do you walk? How do you walk in a dark room?

Student: Use your legs la.

Teacher: Swim?

Student: Grope everywhere.

Teacher: Until you touch something isn't it? Until you feel something. Your hand, right? Okay, so that's groping.

Students: (Inaudible – classroom chatter and discussion)

Teacher: Right. 'Valor'?

Student: Bravery.

Teacher: Bravery, yes. Yes? 'Valor'.

Student: 'Valor'.

Teacher: 'Valor'. (Inaudible) say 'Valoor'.

Students: 'Valoor'. (Inaudible – students' practicing/ mimicking pronouncing 'valor & valoor').

Student: Teacher, 'vilor'.

Teacher: No, not 'vil', 'val'.

Students: 'Valor'.

Teacher: Right. It means bravery. What's another word for 'brave'?

Student: 'Greatness'.

Teacher: 'Greatness' or...

Student: 'Bold'.

Teacher: 'Bold' or...

Student: 'Heroic' 'Strong'.

Teacher: Walking dictionary. Okay, 'Scanty'?

Students: 'Miserable' 'brilliant' 'meger'.

Teacher: 'Meger'? 'Meager'. What does 'meager' mean? Huh? A little bit or not enough. 'Insufficient'.

Students: 'Insufficient'.

Teacher: 'Meager' or 'Scanty', alright? Okay, next word. Don't say it (Inaudible- student's name). Um, (Inaudible – student's name), busy thinking something?

Student: *laughter. He's busy groping.

Teacher: Number 7. (Inaudible) words. (Inaudible)

Student: Because I know I'm going to get it wrong. (Inaudible).

Teacher: Never mind. Just say it. It's okay to make mistakes now.

Student: 'Asunder'.

Teacher: What?

Student: 'Asunder'.

Teacher: 'Asunder', right. 'Asunder' means what? Em, Asma, what do you think it means? (Inaudible).

Student: (Inaudible word)

Teacher: (Inaudible) that's the opposite.

Students: 'apart'.

Teacher: Look for the first letter.

Students: (Inaudible – response).

Teacher: It's 'apart'. It's like something is broken widely into pieces. Right, 'calamity'. What's 'calamity'?

Students: 'Calamity'.

Student: 'Havoc'.

Teacher: 'Havoc'? No.

Student: 'Catastrophe'.

Teacher: 'Catastrophe'. One of the meanings is 'catastrophe' or...

Student: 'Chaos'.

Teacher: 'Chaos' or...

Students: 'Chaotic' 'Turmoil'.

Teacher: 'Turmoil' or...

Student: 'Disaster'.

Teacher: 'Disaster'.

Student: 'Apocalypt' 'Apocalypse' 'Hostile'.

Teacher: 'Hostile'? 'Hostile'.

Students: (Pronouncing 'hostile').

Teacher: What is 'hostile'? An enemy, an unfriendly thing. Right, 'vanish'. If you vanish someone...

Students: 'Eliminate'.

Teacher: 'Eliminate'. Right, okay. Let's say if you send someone away, you (inaudible), you vanish them away.

Students: (Inaudible – discussion with teacher)

Teacher: Right. 'Eliminate'. You make someone 'exile'. Right. Send them away from the country.

Students: (Inaudible – discussion amongst themselves and with the teacher)

Teacher: Right. Next word is...

Students: 'Wait'.

Teacher: 'Wait'. 'Wait' means?

Students: 'Strange' 'Regular'.

Teacher: 'Strange'? 'Regular'? Okay, it's 'strange'. Unusual, old-fashioned, peculiar. Right, you can say some of us have a strange sense of humor. Strange sense of humor. (Inaudible)

Students: Yes. (Inaudible)

Teacher: Okay, last one is 'splinter'.

Students: 'spare' 'segment' 'section'.

Teacher: 'Segments'. Okay, now your job is to fit in these words into the blanks. Alright? Now that you know what it is. For number one, there are two blanks but you use the same word.

Students: (carrying out classroom exercise)

Teacher: Never mind. Just make sure you fill up all the blanks. Done? Done? (Student's name)? Okay (Student's name) will provide us with all the correct answers. Okay, the rest, you can just listen and check your answers. Ready? Number one. Can you read the whole sentence please?

Student (F): The chances of a splinter becoming infected depend on what the splinter is. Organic material like anecdotes or plant thorns are more likely to cause infection or cause serious (inaudible).

Teacher: Okay. Alright. Splinter. Okay. Number two.

Student (F): The whole sentence?

Students: Yeah.

Student (F): Early in our (Inaudible) I was easily vanquished.

Teacher: I was easily vanquished. Defeat. He was always winning. Right? Okay, good. Number three. You're tired (student's name)? No? Okay, go on.

Student (F): The wreckage is believed to be that of an English vessel that was stormed and sunken by a deadly storm 600 years ago.

Teacher: Correct. Read (Inaudible). Oh sorry. Okay, next question.

Student (F): The cottage looks so plandistic with its low white course and tent roof.

Teacher: Okay, we can live in a box there. Did you give the answer, Daniel? Did you give her the answer? Plandistic?

Students: (Inaudible – responding to the teacher)

Teacher: (Inaudible) But still it's the wrong answer. Okay, what's the answer for number four? (Inaudible – answer for question number four). This is the time. Okay. Are you ready for number five?

Students (F): Yea.

Teacher: Okay, let's continue.

Student (F): The pots of liquid performances (Inaudible) are so scanty that no imprints can be taken from them.

Teacher: Okay. Scanty. Insufficient. Okay, (Student's name) thank you very much. (Inaudible – calling another student's name)

Student (M): The fireman should his (Inaudible) tenaciousness (Inaudible).

Teacher: Tenaciousness. From the word 'Tenacious'. What would the meaning of 'tenacious' be?

Students: (Inaudible – discussing the word 'tenacious')

Teacher: Yes, someone who is... If someone does not give up easily, that means he is...?

Students: Determined.

Teacher: Determined. Right? And is not willing to give up or stop even when the situation is difficult. That is 'tenacious'. Are you tenacious?

Students: Yes.

Teacher: In what way?

Student: In every way.

Teacher: In every way. Give me one example.

Student: Determine to pass in maths.

Teacher: From zero points in maths, I am determined to pass. Alright, okay. Next one. Yes? Did you raise your hand?

Student (M): (Inaudible – reading out the question with answer).

Teacher: Danish immigrants stopped by Italian police.

Students: 'Wrong' 'I disagree'.

Teacher: Yes, secret. 'Secretive'. Okay, one more point (Inaudible – student's name) this is for you.

Student (M2): (Inaudible – reading out question and answer).

Teacher: Okay. Right. So you use your hands to feel something like tables, cupboards or chairs or whatever right? For you to switch on the light. Next one, um, Aina.

Students (F2): What's next is to find out the key to vanish the demons and send them home.

Teacher: The key to?

Student (F2): Vanish.

Teacher: Okay. Demons. Last one. So, what is left?

Students: Execrable.

Teacher: Exactly. Execrable. Detestable beings. Right, so that is done. Now it doesn't mean... do you have your English test book? Yes you do? Some of you have passed up to me, correct? Alright. Now it doesn't mean that...

Students: Goes to the recycle bin.

Teacher: Yes. It doesn't mean it goes to the recycle bin. It doesn't mean that. You can recycle but this is valuable information. Right. Okay. You might want to use it in ten years time. Because your little siblings; your little sisters and brothers might get the same exercise. Right, any questions? No? Okay fine. (Inaudible).

Students: Take 5 teacher.

Teacher: Take five? (Inaudible) time.

Students: Half an hour more.

Teachers: Okay. Please check your answers. Right your answers in pen not in pencil. Yeah?
 Why do you like to write it in pencil? That's primary school. No pencils. (Inaudible).

Students: (Inaudible – classroom chattering & discussion)

Teacher: What I've given to you are extracts of essays, right. I haven't given you the full essays.
 There are three types. Right, number one is "The pleasant and pains of youth or the pleasant and pains of growing up". You know the topic very well. (Inaudible) What?
 Are you commenting on the picture?

Students: (Inaudible – classroom chattering)

Teacher: Right, listen. (Student's name), can you read the first paragraph? Loudly and clearly so that... And make sure everyone is paying attention. If someone moves. If someone (Inaudible) purposely, you'll have to stop.

Student (F3): The period of teenage is a short one. We begin our teens when we are 13 and we end it when we are 19. This is the period of adolescence when you are neither a child nor an adult. It is a time of privacy but on the other hand there are a lot of new pressures.

Teacher: I'm not going to teach you so much about adolescence as you (Inaudible), alright?
 Okay, now here it says, the period of teenage is a short one. (Inaudible) Short but beautiful one. Right. I'm giving you some examples so that to give you some ideas on how you can have different approaches to different essays question which is in paper...

Students: 'Two'. 'Five'. 'Two'.

Teacher: One. Paper one is continuous writing and directed writing remember?

Students: 'Paper two is what ah?' 'The second paper la... The second paper'.

Teacher: Objective. Paper two is objective. Structured. Literature. Summary. All the ones that you like. It is also a time of adolescence when 'neither' or 'neither'; both are acceptable okay; a child or an adult. It is a time for; some people would say it 'privacy' and some people would say it 'privacy' but 'private' we don't say it 'private'. (Inaudible) Okay. But on the other hand, there is a lot of peer pressure. Okay, you start moving on with the physical equalities. Physical equalities like what?

Students: (Inaudible – classroom chattering & discussion)

Teacher: And understand the importance of looking good. Does that apply to you?

Students: No.

Teacher: Do you pay extra attention to being looking good?

Students: 'No' 'Yes' 'I don't care' (Inaudible responses).

Teacher: Do you pay particular attention in front of the mirror? You're T-shirt, your tie, your trousers? Your tie must be at this length? Your hair, your comb? Do you pay particular attention?

Students: 'Me ah?' 'Teacher, he is very vain' (Inaudible – classroom chattering)

Teacher: (Inaudible – response to student's respond) Okay. Alright. (Student's name) I know how much you focus on looking good. No, no, no. He says he isn't really that's because he isn't paying particular attention to it so he is not in the process yet. So you can see what I mean. Alright? Probably next year I will see the changes. Okay. Alright. You look out for a role model. A wrong role model can put your life in jeopardy. A right role model can uplift your life. Who's your role model?

Student: (Inaudible)

Teacher: Asma, who's your role model?

Students: 'Eminem' 'Harry Potter 2' (Inaudible – classroom chattering and responses from the students).

Teacher: Okay, never mind. (Inaudible).

Students: (Inaudible – classroom chattering and discussion with teacher).

Teacher: Alright, who's your role model? (Student's name) who's your role model? Right, right. Okay. Daniel?

Student: Jay chou.

Students: *cheering 'Paramore, Paramore'.

Teacher: You must give other people your opinions.

Student (M4): England, England. I don't really have a role model.

Teacher: But you think that, you know, someone is...

Student (M5): Daniel.

Teacher: What? (Inaudible – responding to students' responses)

Students: (Inaudible – Participating in classroom discussion and responding to teacher's responses)

Teacher: Okay, one more. Eddy.

Students: (Inaudible – classroom chattering) 'JB' 'JB' 'JB' 'Jay Chao'.

Student (Eddy): My father.

Students: *cheering (Inaudible – participating in classroom discussion) 'Yuna' 'John Cena' 'Teacher, ask Evelyne, ask Evelyne'.

Student (Evelyne): John Cena.

Teacher: John Cena.

Students: *cheering (Inaudible – classroom chattering & responses to the discussion in class)

Teacher: Okay, one more (Student's name).

Student (M6): Strangest man were (Inaudible – answering teacher's question).

Teacher: (Inaudible – responding to student's response)

(Recording interruption)

Teacher: Can you tell me what you think might be the title of this essay.

Student: The road to success.

Teacher: Or, the journey to success. In the last section, gives you words like journey, success,.. a journey home, a journey of life. Let's look at the last paragraph. Chin Chen, can you read the last paragraph please,

Student: (Student reads the last paragraph) (Inaudible)....dispier (wrong pronunciation of despair).

Teacher: Despair (Correcting the student's pronunciation).

Teacher: O.k. Thank you.' Seem daunting'. What is daunting?

Student: Scary.

Teacher: Scary right? Frightening. (Teacher reads the sentence again) This is a complex structure but it is a good sentence. A sentence consists of different clauses and makes it a complex structure. What is your respond... What do you feel about the writer's approaches on this essay? Or do you prefer reflective question? What? It's complicated? Sometimes it's more challenging for you to use sentences like this.

Student: It's daunting.

Teacher: No, it's not daunting, it's a good challenge. O.k, let's end the lesson today.

Appendix I

Initial Coding of Interview – Participant 1

Interview Subject 4.1

4. What beliefs do teachers hold about pronunciation content and instruction?
 - d. What are the teachers' beliefs about their role in teaching pronunciation?
 - e. What are their beliefs about focus areas in learning and teaching pronunciation?
 - f. What are their beliefs of effective approaches to the teaching of pronunciation?
5. To what extent and how do the teachers in the secondary schools incorporate instruction of pronunciation features of the target language in their teaching?
6. To what extent are teachers' beliefs about pronunciation learning and teaching congruent with their classroom instructional practices?

Teacher: Okay, at the back. Ng Kok Wu. Apesal ketawe-ketawe? Hah? Kenape ketawe?

Student: (Inaudible – response to teacher's question)

Teacher: (Inaudible – student's name) kenape you (Inaudible – student's name)? Okay, since you're laughing, you tell me. What do you like?

Student – male 1: (Inaudible – response in different languages)

Teacher: Ah, what do you like? You tell me.

Students: (Inaudible – chattering)

Teacher: You must, what you must do?

Students: (Inaudible – response in different languages)

Teacher: No Chinese. No Tamil. Only English or Malay. Murid faham?

Students: Faham.

Teacher: Okay. Eng Kok Wu. What do you like? You tell me.

Student – male 1: I like playing (inaudible)

Teacher: You like?

Student – male 1: Playing badminton.

Teacher: Ah, you like playing badminton. Can you show us how you play badminton? Show me how you play badminton. Show me how you play badminton. You all got (Inaudible)

Students: (Inaudible – various responses)

Teacher: Okay. Eng Kok Wu, okay. Eng Kok Wu says I like to play badminton. Okay, Kok Wu, sit down.

Student – male 1: Huh?

Teacher: Sit down.

Students: Sit down

Teacher: Okay. Dengar sini. If I put "Eng Kok Wu.....what....plays badminton".

Students: Likes. Likes. Likes.

Teacher: Okay. If you use "I", you must put no?

Students: "s".

Teacher: "S", okay. If you use the name, you must put?

Students: "S".

Teacher: "S". Okay, now one by one you shall tell me what you like and what you dislike.

Student – male 2: I like playing football.

Teacher: Okay.

Student – male 2:

Teacher: Okay, listen ah. I will ask you. What does Visheen like? You must tell. So, what Visheen likes, you must listen. Visheen, you like to play football. Fullstop. What do you dislike? You, kenapa you pegang beg? Beg itu akan lari ka? What you dislike? What you don't like?

Student – male 2: I dislike playing basketball.

Teacher: Basketball. Why? Because you're short?

Students: *laughter.

Teacher: Then? Okay. Visheen, what he likes?

Students: Football.

Teacher: He likes football. Visheen, likes...

Students: Visheen likes playing football.

Teacher: ...playing football. Okay, Visheen dis...

Students: ...likes playing basketball.

Teacher: Playing basketball. Okay, (inaudible – student's name) where is he? Okay, what do you like?

Student – male 3: I like to mendaki gunung.

Students: *laughter.

Teacher: What is 'mendaki gunung'?

Students: *laughter – mendaki gunung.

Teacher: Okay, (Inaudible – student's name). I like to climb...

Students: Mountains.

Teacher: Okay, how do you say this? No, you not yet say. You must say.

Student – male 3: I like to climb mountains.

Teacher: Okay. Second. What do you dislike? Faster la. (Inaudible – student's name) you like monkeys?

Students: *laughter.

Teacher: You like monkeys?

Student – male 3: No.

Teacher: So? (Inaudible - Student's name) dislikes...

Students: Monkeys.

Teacher: Soo Mei Yee. What do you like? Sit down. What you like to do? What you like? What you like to eat? Soo Mei, what you like to eat? You like?

Student – female 1: (Inaudible response).

Teacher: Oh, you like to eat watermelon. Magendren, what does Soo Mei like?

Student – male 3: She like to eat watermelon.

Teacher: What? Again?

Student – male 3: Eat watermelon.

Teacher: Again. Full sentence.

Student – male 3: Soo Mei Yee like...

Teacher: Like or likes?

Student – male 3: ...likes to eat watermelon.

Teacher: Likes to eat watermelon. Okay, Soo Mei Yee. What does Mahendren dislike?

Students: *laughter.

Teacher: What does Mahendren... Okay, you must tell me dalam satu ayat. Mahendren? Mahendren? What is this? Dislikes monkeys. Okay, okay, sit down both of you. Okay, sekarang bila you sebut "like", "likes", "dislike" and "dislikes", kena sebut dengan "s" ah. Kalau ada 's' kena sebut itu 's', boleh faham? Okay, now. Okay. Now, say like.

Students: Like.

Teacher: Like.

Students: Like.

Teacher: Likes.

Students: Likes.

Teacher: Likes.

Students: Likes.

Teacher: Okay, now. If I use 'I'. If teacher use 'I', which should you use? Like or likes?

Students: Like.

Teacher: Likes?

Students: Like!

Teacher: Like, okay. If teacher use a name?

Students: Likes!

Teacher: You use, likes. Okay ah, sama saja untuk dislike. Teacher use 'I', you use...

Students: Dislike.

Teacher: Dislike, okay? If teacher use name?

Students: Dislikes.

Teacher: Dislikes. With 's' okay? With 's'. Okay now. Now, let's read together. Okay class, now before we go. Okay, look at page four. Okay, you can see the symbol right? Boleh nampak tak symbol ini?

Students: Correct.

Teacher: Okay, tanda correct. Tanda correct ini untuk apa?

Students: Likes.

Teacher: Likes. This one?

Students: Dislikes.

Teacher: Okay, dislikes. Okay, likes untuk apa? Likes untuk apa?

Students: Suka.

Teacher: Okay. Dislike?

Students: Tidak suka.

Teacher: Okay, tidak suka. Bukan takda suka, tidak suka. Okay now, cuba tengok gambar-gambar. How many pictures can you see here?

Students: 10.

Teacher: 10. Okay, each picture you have how many ah... you got how many activities? Each picture?

Students: Two.

Teacher: Two.

Students: Two.

Teacher: Two activities ah. Okay now, sekarang kamu akan bina ayat. You will build sentences by using the symbols and the activities. Okay, for number one I give you example. Example for number one. You can see a girl isn't it?

Students: Yes.

Teacher: Okay, what is the name of the girl?

Students: Sharmala.

Teacher: Sharmala, okay. Now, I'm going to make a sentence on 'likes' ah 'likes'. Okay. Sharmala likes what?

Students: Dancing.

Teacher: Dancing. Okay. No, we do one by one. One by one. Okay, first, Sharmala likes?

Students: Dancing.

Teacher: Dancing. Okay, second. Second you can see the right correct mark right?

Students: Yes.

Teacher: Okay, how do you make sentence for that?

Students: Sharmala likes (inaudible).

Teacher: Okay, together, together.

Students: Sharmala likes (inaudible).

Teacher: Sharmala likes...

Students: *inaudible.

Teacher: ...playing?

Students: *inaudible.

Teacher: Computer games. Okay now. If you see a wrong there? Now ah, I'm going to change. Like this. You can see like this right in your book? I'm going to change it like this. Okay? Wrong mark. So, how do you say this?

Students: Sharmala dislikes dancing.
Teacher: Okay.
Student: Sharmala dislikes dancing.
Teacher: Yes. With 's' or without 's'?
Students: With 's'.
Teacher: Why? Because it is with a name. Okay. Sharmala dislikes dancing. What is the meaning of dancing? Dance?
Students: Menari.
Teacher: Menari, okay. Boleh faham ya? Dancing untuk menari. Okay. Number two. Playing computer games, apatu? Main?
Students: Main computer games.
Teacher: Main permainan computer. Okay. Number one you all understand?
Students: Yes.
Teacher: Okay, now I'm going to call Dali. Dali Darshan. Dali Darshan make sentence from Kim Liang; number two.
Student – male 4: Kim, Kim Liang likes shopping.
Teacher: Okay. Second one?
Student – male 4: Kim Liang dislikes playing football.
Teacher: Okay, good. Um, beside Soo Mei Yee. What's your name? Ng, number three. Yong Chan likes...
Student – female 2: Like.
Teacher: Likes...
Student – female 2: Likes (Inaudible).
Teacher: Okay. The down one? The second one?
Student – female 2: *inaudible.
Teacher: *inaudible. Okay, number four.
Student – male 5: Santiya likes...
Teacher: Shantaniya or Shanty? Shanty okay.
Student – male 5: Shanty likes listening to the radio.
Teacher: Okay, alright. Second one?
Student – male 5: Shanty dislikes dancing.
Teacher: Okay, good. Okay, number five.
Student – female 3: *inaudible likes...
Teacher: Jessica?
Student – female 3: Jessica likes *inaudible.
Teacher: *inaudible again.
Student – female 3: Jessica likes *inaudible.
Teacher: Okay, second one?
Student – female 3: Jessica dislikes sewing.
Teacher: Sewing.
Student – female 3: Sewing.
Teacher: Okay, sewing. Okay, yes. Number six.
Student – female 4: *Inaudible.
Teacher: Uh-huh.
Student – female 4: Dislike.
Teacher: Dislikes, again.
Student – female 4: *Inaudible – asked to stress and repeat the word dislikes.
Teacher: *inaudible – requesting student to repeat the word dislikes several times.
Student – female 4: *repeating the word dislikes.
Teacher: Okay. Em, okay. At the back. Number seven.
Student: *Inaudible likes *inaudible.
Teacher: Likes or like?
Student: Likes. *inaudible dislikes reading.
Teacher: Reading, okay. Okay, number eight.

Student: Teacher, number nine, number nine.
Student – male 6: *Inaudible.... Dislike.
Teacher: Dislikes.
Student – male 6: Playing football.
Teacher: Dislikes.
Student – male 6: Dislikes.
Teacher: Dislikes.
Student – male 6: Dislikes.
Teacher: Playing?
Student – male 6: Football.
Teacher: Okay. Next.
Students: Teacher! Teacher! Teacher!
Student – female 5: *Inaudible.
Teacher: Okay. Number 10.
Student – male 2: Sharifah likes playing football and sewing.
Teacher: I know you're very pandai. Say one by one lah. One by one.
Student – male 2: Sharifah like sewing...
Teacher: Sewing. Some more?
Student – male 2: And playing football.
Teacher: What did I say? *Inaudible. Did they put 'and' there? No right? Learn one by one now slowly. Later we'll use 'and'.
Student – male 2: Sharifah likes playing football.
Teacher: Okay.
Student – male 2: Sharifah likes sewing.
Teacher: Sewing, okay. Class now, I want to ask you. What is the meaning of 'shopping'?
Students: Shopping! Market!
Teacher: Market? Beli barang. Beli baju baru. Kasut baru ah. Okay, 'playing football'?
Students: Football! Bermain bola sepak!
Teacher: Okay. 'Watching television'?
Students: Melihat television! Menonton televisyen!
Teacher: Tengok TV. Okay. Menonton, bagus. Menonton televisyen. Okay, 'fishing'?
Students: Ikan! Tangkap ikan! Memancing ikan!
Teacher: Memancing ikan ah. Menangkap ikan. Okay, 'cooking'?
Students: Masak!
Teacher: Okay. Kenapa cikgu tanya kamu dalam bahasa melayu?
Students: Kerana kami paling pandai dalam bahasa melayu. Sebab boleh bercakap dalam bahasa melayu.
Teacher: Untuk tahu kamu faham atau tidak faham bukan untuk *inaudible. Pandai-pandai sahaja. Okay, okay. Apa itu 'sewing'? Menjahit. Sewing means menjahit baju. Okay. Ada apa-apa? You don't understand any words here? Do you understand all the words? You understand right? Okay now, you're going to read this together. Okay, just now we said it one by one. Kamu cakap satu satu, betul tak? Okay, since you see here two, two right? Two activities. So, I'm going to? Apa? Tanya kamu buat apa? I'm going to ask you to make one long sentence. Okay? One sentence. I'm going to make it into one sentence. Okay, so now for the right number one. What is the name of the girl in the picture?
Students: Sharmala!
Teacher: Sharmala...
Students: Likes dancing and playing computer games!
Teacher: Likes dancing...
Students: And playing computer games!
Teacher: And playing computer games. Okay, number two.
Students: Kim Yang likes *inaudible and dislikes playing cards.
Teacher: Okay, Kim Yang likes....

Students: Likes dancing and dislikes playing cards... playing football.
Teacher: Okay, number three...
Students: *inaudible – reading out sentence.
Teacher: Dislike or dislikes?
Students: Likes.
Teacher: Likes ah... You must stress the 's' ah... mesti sebut 's'... Okay...
Students: *Inaudible – reading out sentence.
Teacher: Dislike or dislikes? Mesti sebut 's'. Okay everyone 'dislikes'.
Students: Dislikes.
Teacher: Dislikes.
Students: Dislikes.
Teacher: Jangan kamu cakap 'dislike-like-like'. Wrong ah, wrong. Mesti sebut 's'. Dislikes.
Students: Jessica likes reading and dislikes *inaudible...
Teacher: Ok now, together with me. Okay, Sharmala likes...
Students: Sharmala likes...
Teacher: Dancing...
Students: Dancing...
Teacher: And playing...
Students: And playing...
Teacher: Computer games...
Students: Computer games...
Teacher: *inaudible... Sebut ah... Okay, Kim Liam...
Students: Kim Liam...
Teacher: Likes...
Students: Likes...
Teacher: Shopping...
Students: Shopping...
Teacher: And...
Students: And...
Teacher: Dislikes...
Students: Dislikes...
Teacher: Playing...
Students: Playing...
Teacher: Football...
Students: Football...
Teacher: Okay. Yoke Chan...
Students: Yoke Chan...
Teacher: Likes...
Students: Likes...
Teacher: Watching television...
Students: Watching television...
Teacher: And dislikes...
Students: And dislikes...
Teacher: Fishing.
Students: Fishing.
Teacher: Shanti...
Teacher: Shanti...
Students: Shanti...
Teacher: Likes...
Students: Likes...
Teacher: Listening...
Students: Listening...
Teacher: To the radio.
Students: To the radio.

Teacher: And dislikes.
Students: And dislikes...
Teacher: Dancing...
Students: Dancing...
Teacher: Okay. Jessica.
Students: Jessica.
Teacher: Likes.
Students: Likes.
Teacher: Reading.
Students: Reading.
Teacher: And.
Students: And.
Teacher: Dislikes
Students: Dislikes... Sewing.
Teacher: Again?
Students: Sewing.
Teacher: Sewing.
Students: Sewing.
Teacher: Okay, now...
Students: Now - *Laughter.
Teacher: Apa masalah?
Student: He's shouting *inaudible.
Teacher: Everybody is shouting. Everybody is active today, huh? Okay, anyway, you akan baca sendiri. You're gonna read on your own. I won't repeat. I won't tell anything. You will start. After I say one, two, three; you will read number one. Okay, start.
Students: Sharmila likes...
Teacher: Together. Read together okay? One, two, three...
Students: Sharmila likes reading and playing computer games... Kim Yiam likes shopping and dislikes playing football... *Inaudible likes watching television and dislikes fishing...
Teacher: Dis...?
Students: Likes.
Teacher: Likesssssss....
Students: Likesssssss...
Teacher: Okay...
Students: Shanti likes listening to the radio and dislikes dancing... Jessica likes reading and dislikes sewing...
Teacher: Sewing.
Students: Sewing.
Teacher: Okay, boleh faham?
Students: Boleh.
Teacher: Now, your work. You have to do from six until ten. Okay, saya suda buat satu hingga lima. Sekarang, you salin ini, buat enam hingga sepuluh. Salin, lepas itu sambung daripada enam hingga sepuluh. *Inaudible. Yes, E1, Grammar, E1. Okay, E1. This is the title "Like and dislikes". What is the day? Wednesday. Okay, class listen, listen. You salin, you copy from number one to number five. Number six to number ten I give 10 minutes to do; do it fast. Okay? What did I say? Copy. Yes, E1. Do this in E1.
Students: *conducting classroom exercise.
Teacher: Class, you see here, aiya. Okay, okay. You see here. Don't write first, stop, stop, stop, don't write first. Okay, you see here; kalau kamu nampak likes dua kali, you have to write 'and'. Okay? If you see one like and one dislikes, what you write? What you have to write?
Students: But.
Teacher: But. Okay? But. Okay, if you see one 'likes' and one 'dislikes'; before 'dislikes' you have to write?

Students: But.

Teacher: But, okay. If you see two 'likes', you have to write 'and'.

Students: 'and'.

Teacher: Okay, you understand? Example, okay, look at Chee Kiong, Chee Kiong.

Student: Number?

Teacher: Number seven. Number seven ah, number seven. Okay, number seven. Chee Kiong...

Students: Likes...

Teacher: Likes...

Students: Cooking...

Teacher: Cooking...

Students: But dislikes reading...

Teacher: Yes. Before 'dislikes' you must use 'but'. Correct the mistakes here. So now, number three, what should you write? Yoke Chan...

Students: Likes watching television but dislikes fishing...

Teacher: But dislikes fishing... Number four...

Students: Shanti likes listening to the radio but dislikes dancing... But...

Teacher: Okay, 'but'. Okay, same thing; Jessica likes reading but dislikes sewing. Okay, if you *inaudible put cross, put cross. Okay, katakan ah, Sharmala dislikes dancing. Okay, how do you write, what do you write here?

Students: But.

Teacher: No...

Students: And

Teacher: Because both. Dia tak suka dua-dua. She dislikes dancing and playing computer games. So, you put an 'and' sahaja. Okay, if there's one 'likes' one 'dislikes', you use 'but'. 'but' tu guna sebelum apa? This 'but' word you use before? Before what?

Students: 'Dislikes'.

Teacher: Before 'dislikes'. Okay, you use before 'dislikes'. Okay, now you know how to do it. Okay, are you done?

Students: No.

Teacher: Faster, faster. Write today's day and date.

Students: *carrying out classroom exercise.

Teacher: M. Mahendren. Tulis dengan cepat. I'm going to give back your exercise. No red pen. Only teachers use red pen. Cannot use red pen ah. *inaudible. Sharmala at page four ah, then exercise now this.

Students: *carrying out classroom exercise.

Student male 1: *inaudible.

Teacher: Tak bole *inaudible, kelas.

Student male 1: *inaudible.

Teacher: Siapa? Cikgu minta, di luar kelas. *inaudible. Ok number one, Mei lyn likes to eat ice-cream and sorry what dislikes chocolates.

Students: Teacher, teacher, teacher!

Teacher: Wait wait wait, everybody answer the first question.

Students: Likes.

Teacher: Likes, ok Mei lyn likes to eat ice-cream.

Students: Ice-cream. But...

Teacher: Dislikes chocolates.

Students: Dislikes chocolates.

Teacher: Ok Can we put 'and' here?

Students: No.

Teacher: Why cannot put?

Students: Likes, dislikes.

Teacher: Because it is not the same, it is different ok? Ok Mahendran..

Students: Mahendran...likes, dislikes *inaudible.

Teacher: Ok two things right or not? You can put either likes or dislikes. Why? Why you can put two? Why?

Students: Teacher got 's'. Teacher because got the 'and'.

Teacher: Because you can see the 'and' here, so you can put either likes or dislikes right. Can you have both? Can you have together?

Students: No...

Teacher: No. Only..

Students: One.

Teacher: Ok, Mahendren so which word can enter these lines? Ok number three, Krishnan likes playing..

Students: Krishnan likes playing football.

Teacher: Football and?

Students: And playing computer games.

Teacher: And playing computer games or computer games no need to repeat, you senaraikan playing already so playing football and computer games. Ok. Ok now Kon Fu.

Students: Kon fu likes *inaudible.

Teacher: Ok can put both? What you can put? Either one. Likes or?

Students: Dislikes.

Teacher: Dislikes. Ok now this one is your work, kamu kena buat sendiri. Ok amy ape ape 'and' ape ape ape. Visu ape ape 'but' ape ape. Ok listen, the rule if you see 'and' you need ape?

Students: *inaudible

Teacher: The same, dislikes-dislikes, likes-likes ok if you see 'but'?

Students: Dislikes, likes.

Teacher: Dislikes, likes. Ok boleh faham?

Students: Boleh.

Teacher: Ok keep on writing.

Students: *carrying classroom exercise.

Student male 2: Teacher please may I go to the toilet?

Teacher: *inaudible.

Student male 2: *inaudible.

Teacher: *inaudible. Cuci tangan berseh-berseh, *inaudible do.

Students: *carrying classroom exercise.

Teacher: Ok done. And he likes dancing. Ok his *inaudible, likes, what do you think? What do you think? What used you choose?

Student female1: *inaudible.

Teacher: *inaudible, kalau ada likes, *inaudible. Sharmala likes to dance and play video games. Ini betul?

Student female1: Betul.

Teacher: Betul. Ini betul? Betul kah? Betul kan?

Student female1: *inaudible.

Teacher: Jangan takut. Jangan, jangan selalu ber, jangan selalu tanye saye saje kalau you tanye nanti you nanti gagal mana kamu tahu kamu betul atau salah. Check balik apa cikgu ajar you tengok betul kah, kalau betul baru you betul la, kalau you betul-betul tidak pasti baru tanya. Ok done. Ok look at page eight.

Students: *carrying classroom exercise.

Student male 3: Teacher, teacher *inaudible.

Teacher: Wait no need write. Ok now look at page eight, one two three. Teachers only use red pen. Ok now. Ok who can *inaudible, sebut perkataan ni dengan bunyinya satu bunyi's' satu bunyi 'z' ok. 'Zzzz'. Ok repeat with me 'pens'.

Students: Pens.

Teacher: Pens.

Students: Pens.

Teacher: Dolls.

Students: Dolls.
Teacher: Dolls.
Students: Dolls.
Teacher: Cakes.
Students: Cakes.
Teacher: Cakes.
Students: Cakes.
Teacher: Girls.
Students: Girls.
Teacher: Girls.
Students: Girls.
Teacher: Books.
Students: Books.
Teacher: Books.
Students: Books.
Teacher: Sweets.
Students: Sweets.
Teacher: Sweets.
Students: Sweets.
Teacher: Stars.
Students: Stars.
Teacher: Stars.
Students: Stars.
Teacher: Tables.
Students: Tables.
Teacher: Tables.
Students: Tables.
Teacher: Ada dengar bunyi 's' tak?
Students: Ada.
Teacher: Ada kan. Setiap perkataan yang kamu sebut di akhir ada bunyi 'sss'. Not 'ssshhh', 'sss'. Ok 's', pens, dolls, cakes, girls, books, sweets, stars, tables. Ok now, apa itu pens?
Students: Pens.
Teacher: Ok pens, dolls? What is dolls?
Students: Patung permainan.
Teacher: What is dolls?
Students: Patung permainan.
Teacher: Ok patung permainan, can I, can I call these dolls?
Students: Yes, no.
Teacher: Yes? Can I call this a doll?
Students: No, cannot. Eh can!
Teacher: Why can?
Students: Cannot.
Teacher: This is doll ah?
Students: No. because it is a pencil box.
Teacher: This is a pencil?
Students: case.
Teacher: Case, ok this is a pencil case. Pencil box will be a box, who has a pencil box here?
Students: I have pencil case.
Teacher: We call this pencil case. My pencil case is a doll. Ok, cakes? What is that? Bila you makan cakes?
Students: Bila Birthday.
Teacher: Bila birthday betul? Satu saja kita luar pergi kedai makan cake. Kan? Ah. Ok girls?
Students: Girls.

Teacher: Is Mahendren a girl?
Students: No!
Teacher: No. *Name Inaudible – is a girl?
Students: Yes.
Teacher: Okay, books? Okay, if I say; I take one book, how do you say this?
Students: Book.
Teacher: Book. If I take two book?
Students: Books.
Teacher: Books. Okay? Okay, Sweets? Yes, gula-gula. Stars?
Students: Bintang.
Teacher: Bintang. Okay, now, sekarang you sebut sama-sama. Pens.
Students: Pens.
Teacher: Dolls.
Students: Dolls.
Teacher: Cakes.
Students: Cakes.
Teacher: Girls.
Students: Girls.
Teacher: Sweets.
Students: Sweets.
Teacher: Stars.
Students: Stars.
Teacher: Tables.
Students: Tables.
Teacher: Okay. Ini bunyi 's'. Belakang u dengar bunyi 's'. Okay. Yang ini bunyinya 'z'.
Students: 'z'.
Teacher: 'Z', 'Z'. Now, boys.
Students: Boys.
Teacher: Boys.
Students: Boys.
Teacher: Dia bunyinya tebal sikit boleh tak you dengar? Kalau kadang-kadang, kamu dengar ah, kalau kadang-kadang girls ah girl's', kalau boy's', ok boy's'. Ties.
Students: Ties.
Teacher: Ties.
Students: Ties.
Teacher: Clothes.
Students: Clothes.
Teacher: Clothes.
Students: Clothes.
Teacher: Clothes.
Students: Clothes.
Teacher: Toys.
Students: Toys.
Teacher: Toys.
Students: Toys.
Teacher: Hands.
Students: Hands.
Teacher: Hands.
Students: Hands.
Teacher: Hours.
Students: Hours.
Teacher: Hours. 'O' ah. Hours.
Students: Hours.
Teacher: Bells.

Students: Bells.

Teacher: Bells.

Students: Bells.

Teacher: Socks.

Students: Socks.

Teacher: Socks.

Students: Socks.

Teacher: Ok dengar bunyinya tebal sikit betul tak? Kalau cakap girls dia bunyi kecil kalau cakap boys bunyinya tebal. Ok now, sekarang tengok page nine ok page nine how many pictures can you see here?

Students: Eight.

Teacher: Eight ok. Lapan buah gambar. Apa cikgu mau kamu buat, cikgu mau kamu buat pa tau? Saya akan baca perkataan yang bunyi 's' you bulatkan ok, perkataan yang bunyi 'z' you underline you gariskan dekat bawah, boleh?

Students: Boleh. Teacher use pencil?

Teacher: Yes use pencil don't use pen. Ok now ah I'am going to read, saya akan baca dan kamu akan baca bersama lepas itu saya akan baca sekali lagi kamu tengok bunyi apa berakhir dengan 's' and then perkataan apa yang berakhir dengan bunyi 'z'. Ok, number one ah, my brother.

Students: Wait first teacher.

Teacher: Ok k k, you listen to me. My brother. Ok read together. My brother.

Students: My brother.

Teacher: Prefers.

Students: Prefers.

Teacher: Collecting.

Students: Collecting.

Teacher: Collecting.

Students: Collecting.

Teacher: Collecting or kollecting?

Students: Collecting.

Teacher: My brother.

Students: My brother.

Teacher: Prefers.

Students: Prefers.

Teacher: Collecting.

Students: Collecting.

Teacher: Match boxes.

Students: Match boxes.

Teacher: Eh read together. My brother.

Students: My brother.

Teacher: Prefers.

Students: Prefers.

Teacher: Collecting.

Students: Collecting.

Teacher: Match boxes.

Students: Match boxes.

Teacher: Ok perkataan mana ka berbunyi 's'?

Students: *inaudible responses.

Teacher: No Prefers, prefers kalau ada bunyi 's' buat apa? Bulatkan ah, prefers. Prefers bunyi 's'. Ok bunyi 'z'?

Students: Matches.

Teacher: Matches. Kalau bunyi 'z' nak buat pa? gariskan dibawah. Ok number two, number two my sister.

Students: My sister.

Teacher: Likes.
Students: Likes.
Teacher: Sewing.
Students: Sewing.
Teacher: Her.
Students: Her.
Teacher: Own clothes.
Students: Own clothes.
Teacher: My sister.
Students: My sister.
Teacher: Likes.
Students: Likes.
Teacher: Sewing.
Students: Sewing.
Teacher: Her.
Students: Her.
Teacher: Own clothes.
Students: Own clothes.
Teacher: Ok apa perkataan berbunyi 's'?
Students: Likes.
Teacher: Likes. Ok 'z'?
Students: Clothes.
Teacher: Clothes ok clothes. Ok number three, Rahul dislikes .
Students: Rahul dislikes.
Teacher: Tying.
Students: Tying.
Teacher: Ty-ing.
Students: Ty-ing.
Teacher: Tying his.
Students: Tying his.
Teacher: Shoelaces.
Students: Shoelaces.
Teacher: Rahul dislikes.
Students: Rahul dislikes.
Teacher: Tying.
Students: Tying.
Teacher: His.
Students: His.
Teacher: Shoelaces.
Students: Shoelaces.
Teacher: Ok sekarang kamu kena dengar betul betul mana bunyi 's'. kalau bunyi 's' dia kecil
saja 's' kalau bunyi 'z' dengar panjang sikit. Ok perkataan mana bunyi 's'?
Students: Dislikes, dislikes.
Teacher: Ok dislikes. Sama?
Students: Shoelaces.
Teacher: Shoelaces bunyi apa?
Students: 'Z'.
Teacher: 'Z'. His?
Students: 'S'.
Teacher: 'S'. Ok his bunyi 's' kalau bunyi 's' bulatkan ah. His, dislikes bunyi 's' so bulatkan. Ok,
*inaudible, quiet bukan *inaudible, dapat tak? Yes, 's' his 's'. Ok number four, number
four Mr lim.
Students: Mr lim.
Teacher: Likes.

Students: Likes.
Teacher: Collecting.
Students: Collecting.
Teacher: Watches.
Students: Watches.
Teacher: Ok which one is 's'?

Students: Likes.
Teacher: Likes. Ok, bunyi 'z'?

Students: Watches.
Teacher: Watches. Ok good number five, the girls

Students: The girls.
Teacher: And boys.
Students: And boys.
Teacher: Play.
Students: Play.
Teacher: With their.
Students: With their.
Teacher: Dogs.
Students: Dogs.
Teacher: Ah this one very easy. 'S'?

Students: Girls, dogs.
Teacher: Girls and dogs, ok.
Students: Teacher *inaudible.
Teacher: Dia cakap atau you punya lidah sendiri huh? Ok number six. Navim.
Students: Navim.
Teacher: Likes.
Students: Likes.
Teacher: Keeping.
Students: Keeping.
Teacher: His toys.
Students: His toys.
Teacher: In colourful boxes.
Students: In colourful boxes.
Teacher: Ok which word sounds 's'.

Students: Likes.
Teacher: Likes some more?
Students: His.
Teacher: Some more?
Students: Toys.
Teacher: Toys ok 'z'?

Students: Boxes *inaudible responses.
Teacher: Ah sa mahu tengok kamu betul betul faham ke tak faham. Boys? 's' ke 'z'?

Students: 'Z'.
Teacher: 'Z' ah, ok boxes?
Students: 'z'.
Teacher: z'. ok boleh faham?
Students: Boleh.
Teacher: Ok number seven. Riaz grandfather.
Students: Riaz grandfather.
Teacher: Likes.
Students: Likes.
Teacher: Using.
Students: Using.
Teacher: Fountain pens.

Students: Fountain pens.
Teacher: Ok ape bunyi 'z' dekat sini?
Students: *inaudible responses.
Teacher: Pens.
Students: But teacher pens is 's'.
Teacher: Ok apa bunyi 's'?
Students: Likes, pens.
Teacher: Likes, pens. Ok, mana boleh kamu tengok ah. Ok number eight. Yumi.
Students: Yumi.
Teacher: Enjoys.
Students: Enjoys.
Teacher: Playing dolls
Students: Playing dolls
Teacher: While.
Students: While.
Teacher: While.
Students: While.
Teacher: Polly
Students: Polly
Teacher: Prefers
Students: Prefers
Teacher: Roller-skating.
Students: Roller-skating
Teacher: Ok which one sounds 's'?
Students: Prefers
Teacher: Prefers and enjoys. Ok enjoys and prefers sounds 's'. Okay, now your homework, your homework. Go back home complete exercise page four.

Appendix J

Sample of Coding Matrix – Participant 1

Matrix 1.1 (1a)

Data source: Interview

1.a What are the teachers' beliefs about their role in learning and teaching pronunciation?

No.	Codes	Verbatim Statements
1.	Emphasis by parents.	Actually since young, um, I was very much exposed to English because both my parents are English educated, one; and uh, they were very particular about language learning so they never taught me the mother tongue. (S1.1 – 7-9)
2.	Lack of mother tongue learning.	I never went for any mother tongue lessons. Till today, I don't know how to read or how to write my mother tongue but I do know how to speak; I do understand because they still speak at home. So they always had a mixture of English and Tamil, all the time. (S1.1 – 9-12)
3.	Socializing with people who use English Language.	I had very, very few Indian friends and most of my Indian friends won't converse in Tamil. (S1.1 – 14-15)
4.	Studied in a good school.	And, I studied in a Kampung Tengku, which is a; which was a good school those days. (S1.1 – 16-17)
5.	Teacher influence.	Very close to my teachers. Most of my teachers speak very well. (S1.1 – 17)
6.	Good rapport with teachers.	Most of my teachers speak very well. So, and I'm a very teacher kind of a girl. So, I got influenced by them. (S1.1 – 21-22)
7.	School factor – best girl school, missionary school, medium of instruction.	Father made it a point for me to go to one of the best girl schools. Where academic is given importance. And over there you know, Assuntrians, it's more to Christianity and all. A lot of mixtures there. A lot of em, Portugese and Christians and all. Uh, their sole language there was English medium even though it is a Malay school. So, it was all English. They spoke very well over there, my bunch of friends. (S1.1 – 22-27)
8.	Learning environment (Tertiary)	Then, I'm from an average family. I still have Tamil elements in between. Then after that I; after my SPM, I went to MMU straight. MMU's medium is English, no Malay. (S1.1 – 32-33)

9.	Subject focus.	And some more, IT terms are all, you know all in English as we browse through internet and everything. (S1.1 – 36-37)
10.	Reason for choice of course.	actually I don't know why I took up IT. It is not my field. My talent, I suppose is on something else. More to mass-com, journalism and things like that. Well, I did it. That time, It was very famous but I don't regret because now IT has lead me to education if you see where I am now. (S1.1 – 38-40)
11.	Work experience – non teaching experience.	I was in the private sector. 6, 6 other jobs. Chinese firms except Maybank. But still, most of the times I converse in English because I had to meet a lot of outsiders. A lot of like uh, you know this, the blacks and Chinese businessman and all these you know, all these Malay businessman. When you meet all of them you know, they speak, they can converse very well in English. So that helped me a lot. So it's like, it played a role in every stage of my life; every phase of my life. I was gifted with that. (S1.1 – 41-46)
12.	Position of teaching???	I like to teach. I can speak, I can write. Of course I don't know the depths, the techniques of it. So that's the reason I'm applying for the course, I'm not going into the school straight away teaching". (S1.1 – 49-51)
13.	Different ambition.	I wanted to be an air stewardess because I got a scholarship actually. A sponsorship by MAS. And I wanted to be a secretary. Because secretary, you get to dress up well, you speak to outstanding people, communicate with them, you'll have a lot of social contacts. I like these kind of things; customer service, talking and mixing around. But my parents did not support. Parents didn't like because they were still the reserved kind of a person. You know girl; prestige and pride. (S1.1 – 55-60)
14.	Unsatisfied with current job.	I feel like changing the field. I want to go back to private. I can still impart my knowledge. Training, development in companies. Still, it uses the international language. If you'd need to go out of the country, that'll would be superb. You need to converse, when I think like that. Or maybe in Kementarian, the Ministry. I thought of trying in the Ministry which is not easy, but I want to give it a try. (S1.1 – 66-70)
15.	Unsatisfied with training – KPLI.	I don't have a professional training because KPLI is a crash course; one year course. If you compare to teachers who went to Maktab; four years, five years, they are somewhere. They have the actual knowledge. I have the actual knowledge for IT because I did it for four years. (S1.1 – 79-82)

16.	Reason for choosing KPLI.	But, uhm, my mom said “why don’t you try since you like to speak, you like to teach”. I wanted to serve students. I mean, a lot of students were lack of moral. And uhm, I wanted to pay back the government who gave me the PTPTN loan. By servicing in the government. (S1.1 – 100-103)
17.	Pronunciation not taught (teacher training)	Pronunciation, uh, not really. (S1.1 – 113)
18.	Pronunciation was not taught (phonetics).	Interviewer: Just merely on grammar. But nothing at all on pronunciation? And you did not take any courses on English Phonetics and Pronunciation? Were there such course? Interviewee: No. not at all. But uh, one of my Dean suggested a book. (S1.1 – 132-135)
19.	Good rapport with lecturers and teachers.	KPLI, MMU and I love my teachers. I still keep in touch with them. (S1.1 – 142)
20.	Money factor.	Salary. That time salary was very, very low. (S1.1 – 157)
21.	No support.	Even my teachers have never told us to become teachers. They never suggested such a thing. I don’t know why. So the thing was not up there. The main concern was salary. (S1.1 – 162-163)
22.	Years of teaching experience.	This would be my fifth year. (S1.1 – 186)
23.	First teaching experience –frustrating.	First, I was posted to Kinabatangan, Sabah. A rural area, I tell you. Well, uhm, the moment I went there, everything, all my intentions, my passion, my dreams were killed la. Torn apart. Because whatever that I had and I learned here, nothing could be applied there. (S1.1 – 194-196)
24.	Pursuing Masters.	now I’m doing my masters right. (S1.1 – 457-458)
25.	Mixture of exposure to types of English.	So, from the beginning not much of American. Oh yeah, movies. Only from the movies. I know some of the differences from there. That’s about it. Mostly Malaysian and British. (S1.1 – 460-462)
26.	Influenced by friends, parents and radio programs.	Interviewer: Okay. Alright. How were you exposed to Malaysian and British English? I mean, how, uh, who were your influences? Interviewee: My parents, my teachers. Interviewer: Right, right. Interviewee: Uhm, movies not really. Radio programs. (S1.1 – 464-471)

27.	Pronunciation important for fluency.	It's very important. Because if you can't pronounce then you can't speak. (S1.1 – 481)
28.	Pronunciation - Important.	So, the pronunciation is important. (S1.1 – 486-487)
29.	Understands the goal of teaching pronunciation and limitations.	As far as I'm concerned, I don't think so lah. I think we can just maintain the Malaysian English, as long, because the Malaysian English is more to British English, it's not much of an American influence. So, as long as they can speak, they can pronounce it accurately, uh, properly, correctly, I think that's fine. We need not like tell them to speak like them. (S1.1 – 504-508)
30.	Emphasis on understanding message.	As long as you can understand what, uh, an outsider; let's say a foreigner comes to the country, as long as you can understand what they're trying to say, I think that's sufficient. (S1.1 – 511-512)
31.	Teaching pronunciation – big task & teaching accent is more difficult.	Getting them to speak and pronounce it's a big thing. And getting them to adapt to another person's slang and accent; I think that a secondary issue. (S1.1 – 513-514)
32.	Understands the limitations.	Or the person is like, say from overseas, you know, parents migrated here, they're studying here, of course we can't be forgetting them la. That's the thing. (S1.1 – 515-516)

Appendix K

No.	Subject	RQ	Initial Coding	Category	Episodes	Data Source	Line reference
1	Teacher 1	1a	Readiness to teach.	Acceptance to change	It would be both. 50-50. One, one way is that I'll be, I'll be rushing to get more experience, more knowledge. Because background, the root is not strong.	Interview	(S1.3 – 202-203)
2	Teacher 1	1a	Positive response.	Acceptance to change	In the same way, I'll be thinking positive, it's a way to learn because learning never stops, right? So, even though we are a teacher, we are not a dictionary, we are not an encyclopedia. We are still learning. Even ten years or twenty years or five years, every day we are learning. When we teach them, we are learning. So, in that case, it's a good opportunity to, to get everyone; to give everyone a chance to learn about that component. Why wanna lack behind in one, you know, when you're confident in others. That would boost up your, you know, your enthusiasm, your; it would really encourage you to teach better.	Interview	(S1.3 – 203-210)
157	Teacher 1	2	Starts with reading.	Lesson stage	You can start reading the tongue-twisters.	Observation	(S-L1.1 – 47)
158	Teacher 1	2	Reading aloud.	Activity	Okay, let's look at the first one. But before you look at it, look at the instructions, read aloud.	Observation	(S.L1.1 – 51)
161	Teacher 1	2	Silent reading.	Activity	Alright, okay. I'll give you one minute to just practice with it with yourself. I mean silently. Practice it on your own. Not too loud.	Observation	(S.L1.1 – 61-62)
164	Teacher 1	2	Reading aloud in a group.	Activity	Okay, great. So, now, can I hear all of you reading it together once? Okay ah, try ah. Not too fast yet.	Observation	(S.L1.1 – 96-97)
167	Teacher 1	2	Repeats after the teacher.	Activity	Teacher: Say butter. Students: Butter. Teacher: Bate? Students: Butter. Teacher: Butter, not butta. Student: Bate? Teacher: What bate? Students: Bata (Laughing). Teacher: Butter. Students: Butter. Teacher: Okay. Butter ah. Students: Yes.	Observation	(S.L1.1 – 109-120)
168	Teacher 1	2	Competition between boys and girls.	Activity	Are you all ready boys? One, two, three.	Observation	(S.L1.1 – 123)
169	Teacher 1	2	Reading in a fast speed.	Activity	Okay, alright, now, I want an individual to say it faster.	Observation	(S.L1.1 – 130)
174	Teacher 1	2	Compare sounds of vowels in two words.	Activity	Teacher: Alright. Now let's look this one..eerr..let's look at..may....i want, I wanna see how you pronounce that. Let's look one, two, three, four. The forth one. Merry? Students: Merry. Teacher: Mary or Merry? Students: Merry.. Mer...ryTeacher: Mary? Students: Merry.. MerryTeacher: Merry bukan? Okay, alright I give you one minute, read on your own.	Observation	(S.L1.1 – 214-223)

176	Teacher 1	2	A second chance of reading – clarity.	Teaching method	Okay. Let's give him another chance, another chance ah? Sure another one. Wanna try again? A bit err..louder. Can you...Inaudible.	Observation	(S.L1.1 – 257-258)
177	Teacher 1	2	Comparison of 2 vowel sounds but in context.	Activity	Teacher: Now, how do you pronounce MERRY and MARY. Student: Merrie Meary. Teacher: Mary, no. Students: Mary, Merry, Mary. Teacher: Mari? Student: Mary. Teacher: Mary?MERRY? Student: Merry. Teacher: Merry, Merry Christmas. Right? Teacher: Merry and Mary yah?	Observation	(S.L1.1 – 275-284)
178	Teacher 1	2	Teacher models, students repeat.	Teaching method	Teacher: Okay, fine, let's look on the last one. One more. Students: Yeah (inaudible). Teacher: I wish to wish the wish you wish to wish but if you wish the witch wishes I wont wish a wish. Students: I wish to wish.... I wish to wish the wish you wish but if you wishwish the which wishes the wish I wish...	Observation	(S.L1.1 – 285-290)
182	Teacher 1	2	Students read in a fast speed.	Activity	Teacher: Ah.. Student: Inaudible. Teacher: Hajat kamu yang sama dengan hajat perempuan sihir. Kay, kay. I wont wish. Student: Saye tak mau ikut. Teacher: A wish. Student: Kamulah.....(inaudible).....atas permintaan itu. Teacher: Aaahh..you wish to wish. Yang kamu nak minte itu, because yang kamu nak minta kalau same dengan something evil, perempuan sihir, saye tak nak. Right? Saye actually very simple. Now what I want you to do is that, we will read together, together.	Observation	(S.L1.1 – 334-339)
184	Teacher 1	2	Reading without punctuation.	Activity	Teacher: Haihhh... Students: That's what you kata faster. Teacher: No. not the very min...the maximum. Fast as you can. Student: Arggh.....laughing...I wish to wish you wish..inaudible..... Teacher: Ah we wish to make it faster. Student: (Boys) We wish you a Merry Christmas (singing). Teacher: We wish you a Merry Christmas (singing). Okay stop. Cut it out. Okay, kay kay kay, eh!. One, two, three. Students: I wish to wish the wish you wish to wish but if you wish the witch wishes I won't wish a wish. Teacher: That was horrible (teacher & students laughing).	Observation	(S.L1.1 – 349-350)

186	Teacher 1	2	Uses spelling technique.	Teaching method	Teacher: Somebody say which. Students: Wish. Teacher: No, which. Students: Witch... Teacher: Which, yang mana satu W.I.S.H? <i>(The teacher spells the word)</i> Students: Wish. Teacher: Wish...W.I.T.C.H? <i>(The teacher spells the word)</i> Students: Wit...ch... Teacher: Witch... Students: Witch...	Observation	(S.L1.1 – 370-375)
188	Teacher 1	2	Teacher gave a word level tongue twister.	Activity	Teacher: Okay, let's look at the first one ah. Let's come back. Enough of our witch and our Mary and our Betty. Now let's come to the summary point of view. Look at the first one, Betty butte tongue-twister. Student: Okay. Teacher: Okay. That's the tongue-twister. What I expect you to the is; of course you'd read aloud, alright, I want you to understand what is the tongue-twister all about. Simple words, simple vocab, any words that you don't understand?	Observation	(S.L1.1 – 386-388)
194	Teacher 1	2	Uses tongue twister as a fun activity.	Activity	Teacher: Per word. My job is to observe and listen. Look out for your BM words.	Observation	(S.L1.1 – 455-465)
205	Teacher 1	2	Material for dictation game.	Activity	Teacher: And then, what I want you to do is; what I want you to do is find a partner, quickly. <i>(The teacher double sided tape on the third A4 paper and pasted the third paper on the far right of the blackboard. Then returning the scissors to a student).</i> Students: (inaudible) Teacher: Find a partner sendiri. Partner, cannot be three. Student: We three, can? Teacher: No, only two. Student: You'll be disqualified. Teacher: Partner; two.	Observation	(S-L1.2 – 78-79)
206	Teacher 1	2	Dictation game is carried out in groups.	Activity	Teacher: Okay, never mind its fine. Three of you all ah. So, there's gonna be two roles. One will be a copier, one will be a runner. Students: What? What? Teacher: One will be a reader cum runner; another one would be a copier. Choose. As in for the three of you all; two will write, one will read and run. Choose, choose.	Observation	(S-L1.2 – 81-89)

208	Teacher 1	2	Discussion of activities	Teaching method	Teacher: Very true, thank you. Very, very important point here is your memory skill. And your physical; your physical as well. Okay? I will give you this time frame. Within this time frame, the runner will have to come out; no pens, no pencils, no paper. Okay, empty handed. You'll have to run out. You see which is closer to you. You run out, read it. Don't read it too loud cause you might disturb other. Okay? You have to read or memorize, come back. You got to read it out to your friend; your friend would have to listen and write it down.	Observation	(S-L1.2 – 120-123)
209	Teacher 1	2	No translation.	Teaching method	Teacher: Exactly the same and no using Bahasa Malaysia. Tak ada langsung. If I can hear you using BM, you are going to be fined 10cents.	Observation	(S-L1.2 – 125-130)
218	Teacher 1	2	Discussion of problem.	Teaching method	Teacher: And the sentences are long. The punctuation was tough, right? You have to tell somebody mention; full stop, full stop, comma, comma, right? And the spellings. I heard you all spelling it out and pronouncing it again and again to your friends, right? Your friends couldn't write it down.	Observation	(S-L1.2 – 247-257)
219	Teacher 1	2	Discussion of problems.	Teaching method	Teacher: They didn't pronounce clearly. Somebody said ah, where; REGULARLY – REGURARY. INHERITED – you gave. What did you say? INHERITED *pronunciation* I know somebody said. FULL BLOWN – FULL BLON. Alright, errors in between which actually disabled your friends who were copying to copy down correctly. And there were a number of times you had to ask them to erase it and rewrite and spell it out again.	Observation	(S-L1.2 – 259-261)
220	Teacher 1	2	Discussion of students' problems.	Teaching method	I noticed that as well. Right, okay. This is what we actually call "Dictation race". To test some of your skills. Especially on your pronunciation skills, your writing skills, your memory skills, okay? All of these are very important, alright?	Observation	(S-L1.2 – 266-270)

3	Teacher 1	1b	Oral exam - integrated assessment.	Assessment method	That's when we check on their speaking, on their communication as well as their pronunciation. Automatically integrated inside.	Interview	(S1.2 – 33-34)
4	Teacher 1	1b	Oral exam - equally assessed.	Assessment method	Uh, it's equal to the other parts; equal, all standard.	Interview	(S1.2 – 41-42)
5	Teacher 1	1c	Conducts oral exam practice.	Assessment method	Interviewer: I see. So, for oral examination do you have practice with them? Interviewee: Yes we do.	Interview	(S1.2 – 44-46)
6	Teacher 1	1c	Oral exam - Direct and indirect assessment.	Assessment method	You can have some sort of a rehearsal or whatever. You can help them out. Prepare them well. Or, you can also judge them during the teaching and learning session. So, it is both 1a, both ways. One is done formally because it's the Ministry's requirement. But judging them and um, observing them during the class is also on throughout the year.	Interview	(S1.2 – 49-53)
7	Teacher 1	1a	Oral assessment - unfair and unreliable.	Assessment method	going to assess their actual level you know and things like that And oral in classes is assessing them throughout their PnP and asking them to do certain activities and it's all well prepared. So, when they're well prepared, it doesn't actually assess; you're not.	Interview	(S1.4 – 307-310)
9	Teacher 1	1.a	Difficult to teach.	Challenges of teaching pronunciation	Getting them to speak and pronounce it's a big thing. And getting them to adapt to another person's slang and accent; I think that a secondary issue.	Interview	(S1.1 – 513-514)
10	Teacher 1	1.a	Burden to the students.	Challenges of teaching pronunciation	Exactly. But the thing is that, we can't blame the teachers in the classes also because the level of the students; they can't cope with the entire syllabus. And if you want to add in more, it's gonna be total disastrous. Um, the timing that we have.	Interview	(S1.2 – 90-92)
11	Teacher 1	1.a	Burden to the teachers and students.	Challenges of teaching pronunciation	To the syllabus, yes. It's already excess so much and if they want to split it and add another component, it's going to be difficult for the teachers and the students.	Interview	(S1.2 – 97-98)
12	Teacher 1	1.a	Aware of the constraints.	Challenges of teaching pronunciation	So, it won't be like um, teaching them what they're supposed to know, it's just merely rushing to finish up the syllabus.	Interview	(S1.2 – 98-100)
13	Teacher 1	1b	Resources limitation.	Challenges of teaching pronunciation	We don't have enough resources. The CD that the government has given us is a textbook CD and most of the times we get the textbooks without the CDs. And uh, there is no, you see ah, for literature, for grammar and all, we have the CD-ROM, the CD 1a, the government has prepared. But for, particularly pronunciation, the little elements that are covered in the textbook, only that is given in the CD. And again, it's not available to all teachers. And the facilities. We've only got two labs and most of the time the labs would be under repair or occupied by other teachers.	Interview	(S1.2 – 131-137)

14	Teacher 1	1b	Problems with internet resources and no integration.	Challenges of teaching pronunciation	Of course a lot of sites for the poems and then uh, you have a lot of sites for; pronunciation, I tried. I browsed through but it's quite difficult. Difficult to find resources. And, when they talk about pronunciation, the lesson plan is solely on pronunciation.	Interview	(S1.2 – 221-223)
15	Teacher 1	1c	Time consuming – Integrate in other skills.	Challenges of teaching pronunciation	Again, if we were to emphasize one part and one part, each and every part, we won't have time to finish the entire thing. So, we just try to embed it inside and try to go along with it.	Interview	(S1.2 – 149-151)
16	Teacher 1	1a	Difficult to teach.	Challenges of teaching pronunciation	Well, it's very difficult to teach pronunciation.	Interview	(S1.3 – 44)
17	Teacher 1	1c	Difficult to teach.	Challenges of teaching pronunciation	It's, it'll be very tough for us. So we just, em, we just go along as we teach to make sure they pronounce it correctly. Um, we make them listen and things like that. We don't really teach them the technical; we don't bring them so deep inside.	Interview	(S1.3 – 92-95)
18	Teacher 1	1c	Difficult for students.	Challenges of teaching pronunciation	But if secondary school students, they're going to be bored very fast especially weak students. It's too technical. It's difficult for them to understand and if you go like that ah... Can really pull down semangat man...	Interview	(S1.3 – 226-228)
19	Teacher 1	1a	Administration work.	Challenges of teaching pronunciation	Look at the co-curriculum activities, on top of all this admin activities. Admin stuff and meetings and things. So, it's not easy. So, we will tend to shorten it. We will tend to cater what they need.	Interview	(S1.4 – 344-346)
20	Teacher 1	1a	Time consuming.	Challenges of teaching pronunciation	Second, time factor. If you were to concentrate on that particular part, pronunciation; we need more time.	Interview	(S1.4 – 408-409)
21	Teacher 1	1a	Lack of resources.	Challenges of teaching pronunciation	And uh, a lot of supporting aids. We don't have enough resources as well.	Interview	(S1.4 – 410)
22	Teacher 1	1a	Personal and implementation limitations.	Challenges of teaching pronunciation	But pronunciation, yeah, one – personal dislike, second – time and thirdly, um, you got to deal that correctly. It's not; it's not like other skills which is going to be so interactive and things like that. So, you must have the proper resources; proper guide, proper knowledge. So, to get all these things done in the midst of so many things; that is quite irritating as well. But unless, like I said, the Kementerian is willing to give us more time. Okay, take out one part, push in one part. Or maybe reduce the weekly once or two weeks once. Have a lesson. Concentrate on certain parts of pronunciation and things like that, yeah. In order to teach we need to find room for knowledge.	Interview	(S1.4 – 460-467)

23	Teacher 1	1b	Unsuitable materials.	Challenges of teaching pronunciation	So, ICT plays a very important role. Even the textbook they've given me the CD. I went through; they've got the pronunciation parts ah. It's very childish. Pronouncing it again and again and again; just words. At one point, they are going to find it very, very, very boring. Even when I looked at it, it was quite boring to; for their level. Form five levels. Unless you want to use it for form one, form two; fair.	Interview	(S1.4 – 249-253)
24	Teacher 1	1b	Unsuitable materials - textboook.	Challenges of teaching pronunciation	But we hardly use it because it's too simple. If you want to have a look, I think I have the textbook. I can pass you the CD. It's just animation, animation, cartoonish, cartoonish. But these people are no more cartoon, cartoon kind of people already. They are like; the, the names of the games that they play now I myself I don't know. Lost track already. They know more than us.	Interview	(S1.4 – 256-260)
25	Teacher 1	1b	Websites not utilised.	Challenges of teaching pronunciation	Textbooks they have all the sites. They have recommended. They don't bother.	Interview	(S1.4 – 283)
26	Teacher 1	1a	Not emphasised in the curriculum.	Changing factor	Interviewer: I see. Okay. Alright. Okay, right. Uh, so, your beliefs on the teaching of pronunciation has been the same since you were young, since during your school days up to your... Interviewee: Till today. Interviewer: Yeah, till your tertiary education, until you're working as an English teacher now. It has not changed. Interviewee: Still the same. Unless there is a big reshuffle in the curriculum. Um, maybe in the government. The entire syllabus. Possibilities are there.	Interview	(S1.3 – 96-105)
27	Teacher 1	1a	Test pronunciation skills.	Changing factor	Interviewer: Right, okay. So, is it true if I say that; unless if pronunciation is tested? Interviewee: Oh yes, if it is tested, we can't escape as well. It is a must to do it.	Interview	(S1.3 – 186-188)
28	Teacher 1	1a	Policy to teach pronunciation.	Changing factor	Probably that's when they'll start the workshop. That's how the government woks right? Like now they introduce a new literature, they have the workshop and things like that. So, probably, once they expose such a big element, give importance to it. Then, and students are going to be tested, then of course we must be ready to teach la. We must be able to go for all the training, workshops, books, up-to-date. And then we would have to sit down and give real concentration and focus. Definitely	Interview	(S1.3 – 192-197)

29	Teacher 1	1a	Reshuffles syllabus.	Changing factor	I feel like the Ministry got to do a big reshuffle la. They've got to reshuffle a lot of things. It's just that, most of the things are not practical when they come back to school. It's easy to sit up there, plan and give orders and ask us to do. But when you go through it ah, we actually know what they need, how much they can learn and things like that. Now that they're going to have uh, they're going to start form, uh standard one in year six ah, I mean in the age of six, just because they are too advance.	Interview	(S1.4 – 312-318)
30	Teacher 1	1a	Syllabus not supportive.	Changing factor	In fact, they should, you know, just re-examine the current syllabus. And actually, I don't know la. Maybe, I don't have enough knowledge. I don't know how to put it or something. But I feel like something is wrong somewhere. I dunno how to say it.	Interview	(S1.4 – 334-336)
31	Teacher 1	1a	Emphasise and test.	Changing factor	They don't focus on what they're supposed to learn. Unless, they are tested.	Interview	(S1.4 – 357-358)
32	Teacher 1	1a	Willingness to teach – conditional.	Changing factor	That's about it. If the emphasis is there, definitely we have to switch. No choice what? Because it's an order. Instruction.	Interview	(S1.4 – 421-423)
33	Teacher 1	1a	Willingness to learn – conditional.	Changing factor	But, um, if there are courses or workshops or if we have time or if there is a push from anybody, we don't mind doing it. And the knowledge as well. Very important.	Interview	(S1.4 – 423-424)
34	Teacher 1	1b	Change syllabus for oral exam.	Changing factor	Yeah, I think even the oral syllabus they also have to change. There should be, there should be a standard syllabus. Where they're assessed through a program or something like that. And then it automatically generates their level.	Interview	(S1.4 – 302-304)
228	Student 1	3	Seldom uses English.	Exposure to the language	Interviewer: Cakap English ya? Daripada segi sebutan, Cikgu Vanita selalu ajar pronunciation dalam kelas? Interviewee: Hah? Interviewer: Atau dia selalu ajar grammar, reading, writing... Pronunciation, ada tak? Interviewee: Pronunciation tu, tak ada la.	Interview (st)	(st1-S1 – 20-25)

231	Student 1	3	Aware of the types of English.	Exposure to the language	Interviewer: Alright... Apa kelebihanannya kalau kita ni ada good pronunciation..Interviewee: Wooo..Interviewer: Kita boleh sebut dengan baik..apa kelebihanannya?Interviewee: Banyak tu.Interviewer: Hah.Interviewee: Mmm..macam kalau apa, kalaaaau, kalau belajar ni, takde lagi kan, tapi kalau macam dah kerja ni, okay lah kan? Pronunciation.Interviewer: Oh kira kalau dah kerja, bercakap tu penting lah, pronunciation tu penting lah?Interviewee: Kerja engineer nak kena kerja dengan orang, orang-orang sana kan? Kena cakap BI kan? Takkan cakap BM, kalau jumpa dengan orang daripada luar negara ke? Takkan nak cakap BM?	Interview (st)	(st1-S1 – 37-43)
239	Student 1	3	Uses B.M at home.	Exposure to the language	Interviewer: Okay. Suka tak belajar Bahasa Inggeris? Interviewee 2: Suka kalau..uhh..ye lah, suka lah, tepulang pada cikgu yang ajar. Interviewer: Ahh..kalau cikgu ajar best? Interviewee 2: Ah..suka lah..kalau cikgu ajar...ahhhh..ngantuk lah.. Interviewer: Ah..selalunya yang best tu, sebab cikgu punya activity best ke? Interviewee 2: Ah..aktiviti dan percakapan dia. Interviewer: Percakapan yang macam mana tu? Interviewee 2: Percakapan macam dia punya cakap cakap sikit ada buat lawak semua..hah..	Interview (st)	(st1-S1 – 148-151)
257	Student 2	3	Seldom use English at home.	Exposure to the language	Interviewer: Dekat rumah ada guna English tak? Interviewee 2: Ahh..kekadang je (laughing). Interviewer: Kekadang? Interviewee 2: Saya pun tak pandai sangat BI, nak sebut pun kadang salah, kadang betul. Interviewer: Mak dengan Ayah ada...guna Bahasa Inggeris tak? Interviewee 2: Ahh..kekadang je. (laughing). Interviewer: Adik-beradik? Interviewee 2: Ahh..adik-beradik tak.	Interview (st)	(st2-S1 – 176-183)

35	Teacher 1	1.a	Learning environment.	Facilitation of professional education	Then, I'm from an average family. I still have Tamil elements in between. Then after that I; after my SPM, I went to MMU straight. MMU's medium is English, no Malay.	Interview	(S1.1 – 32-33)
36	Teacher 1	1.a	Subject focus.	Facilitation of professional education	And some more, IT terms are all, you know all in English as we browse through internet and everything.	Interview	(S1.1 – 36-37)
37	Teacher 1	1.a	Non-teaching experience.	Facilitation of professional education	I was in the private sector. 6, 6 other jobs. Chinese firms except Maybank. But still, most of the times I converse in English because I had to meet a lot of outsiders. A lot of like uh, you know this, the blacks and Chinese businessman and all these you know, all these Malay businessman. When you meet all of them you know, they speak, they can converse very well in English. So that helped me a lot. So it's like, it played a role in every stage of my life; every phase of my life. I was gifted with that.	Interview	(S1.1 – 41-46)
38	Teacher 1	1.a	Further education.	Facilitation of professional education	now I'm doing my masters right.	Interview	(S1.1 – 457-458)
39	Teacher 1	1.a	Important for fluency.	Importance of pronunciation	It's very important. Because if you can't pronounce then you can't speak.	Interview	(S1.1 – 481)
40	Teacher 1	1.a	Important.	Importance of pronunciation	So, the pronunciation is important.	Interview	(S1.1 – 486-487)
41	Teacher 1	1.a	Understands the goals and limitations.	Importance of pronunciation	As far as I'm concerned, I don't think so lah. I think we can just maintain the Malaysian English, as long, because the Malaysian English is more to British English, it's not much of an American influence. So, as long as they can speak, they can pronounce it accurately, uh, properly, correctly, I think that's fine. We need not like tell them to speak like them.	Interview	(S1.1 – 504-508)
42	Teacher 1	1.a	Less important than other skills.	Importance of pronunciation	Of course, the other four were given a lot of importance compared to teaching and learning pronunciation.	Interview	(S1.2 – 15-16)
43	Teacher 1	1.a	Only taught to good students and extra time.	Importance of pronunciation	It's all, it's all individual. It depends on the teachers. If we have extra time; if we have good students then we can just go on with it.	Interview	(S1.2 – 21-22)
44	Teacher 1	1.a	Less attention to pronunciation.	Importance of pronunciation	Clear communication is very important. And we feel that in order to speak and to respond, they also need to say words correctly and things like that. But, again, it's not only about pronouncing but also whether they can respond, whether they can read, they can generate ideas, so other components are also involved in there la.	Interview	(S1.2 – 62-65)
45	Teacher 1	1.a	Not important.	Importance of pronunciation	Because it's just a small component.	Interview	(S1.2 – 75)

46	Teacher 1	1.a	Not important in passing examination.	Importance of pronunciation	Interviewer: Okay. So, uh, would you say that um, pronunciation is not really an important skill to pass in examinations? Interviewee : Yes.	Interview	(S1.2 – 102-105)
47	Teacher 1	1.a	A small component – Oral examination.	Importance of pronunciation	Interviewer: Okay, except for oral examination. Interviewee : Yeah. Exactly. Interviewer: Even then, it's only one component	Interview	(S1.2 – 111-115)
48	Teacher 1	1.a	Rarely taught.	Importance of pronunciation	Interviewer: That is only one part that is looked into. Okay, um, you do teach a little bit of pronunciation. Interviewee :Oh yes, at times.	Interview	(S1.2 – 119-121)
49	Teacher 1	1.a	In school: Pronunciation not emphasized.	Importance of pronunciation	No, it was all about grammar, vocab, reading, comprehension. Nothing much on pronunciation. No emphasis on it	Interview	(S1.2 - 279-280)
50	Teacher 1	1.a	No revision.	Importance of pronunciation	Interviewer: No emphasis, okay. No need to study, no need to have additional work, no practice of pronunciation at all. Interviewee : No, not at all.	Interview	(S1.2 – 282-285)
51	Teacher 1	1.a	Emphasis on examination subjects.	Importance of pronunciation	And there's no need for me to actually touch those books and sit down and learn and things like that. And, our concern is just to cover up the; whatever that is necessary for them to get over the exam.	Interview	(S1.2 – 339-341)
52	Teacher 1	1b	Outlined but not taught.	Importance of pronunciation	Even during my class time and also even in the school. It's only covered in the school textbooks. But em, whenever we have meetings or discussions in terms of curriculum, nobody gives emphasis; nobody emphasizes on pronunciations. We always look at grammar drills. We look at comprehension, summary; exactly whatever that covers for exams. And communication skills, yeah, just because of the oral. So usually nothing much on pronunciation.	Interview	(S1.2 – 16-21)
53	Teacher 1	1a	Little emphasis given than other skills.	Importance of pronunciation	There is but very little emphasis is given because it's not ranked as high as the four main skills.	Interview	(S1.3 – 66-67)
159	Teacher 1	2	Integration into a summary exercise.	Integration	Okay? Alright. Read it aloud and then summarize the tongue-twisters in less than 20 words. You don't summarize it now. Let's look at it first. You may opt to eliminate unimportant points or rephrase it if it's necessary. What I'm trying to say is that, summary remember; you got to minus out the examples, you got to minus out the unnecessary points which are not relevant. Which are irrelevant. So, for the second tongue twister, you may need to throw some of the phases which are not necessary. But, before that, let's try reading it and see.	Observation	(S.L1.1 – 54-59)
162	Teacher 1	2	Integration of meaning.	Integration	I said, look at the first one. Okay, now, let's understand the tongue twister first.	Observation	(S.L1.1 – 79)

163	Teacher 1	2	Integration of meaning.	Integration	<p>Teacher: So, yang butter, sedikit butter yang dia beli itu okay, ittaste pahit. It tastes bitter. Ok, so, jadi... Student: Betty beli baru.Teacher: Ahh. Bukan baru.Student: Betty beli lagi bagus.Teacher: Ah, itu betul. Buy another one which is lebih baikdaripada butter A. Right, dia beli butter B yang lebih baikdaripada butter A. And the better butter Betty bought. Danbutter B yang dia beli itu, yang baik daripada A itu, wasbetter. Memang pun. Students: Baik. Teacher: Baik. Betterah. Teacher: Careful. You recall your superlative, comparative ah.Was better than the bitter butter Betty bought before. Thatmeans, lebih daripada butter pahit yang Betty beli mula-mula.</p>	Observation	(S.L1.1 – 86-96)
189	Teacher 1	2	Linking tongue twister to summary writing.	Integration	<p>Okay, you understand? Betty and the butter? Right. Now what I did was, I gave you the answer. I summarize that particular tongue-twister into last than 20 words. That is the instruction. What I want you to do is to summarize the particular tongue-twister. Okay, so in order to summarize you got to understand first. After understanding, you got to select, the relevant point. Because if you see this tongue-twister, the meaning in it is to twist so called to play with our tongue, play a fool with us, right? Its gonna, it's to make our life difficult in order to pronounce something. Okay, so it's a repetition, right? It's repeating again, and again, and again, and again if you see all those words repeated. Summary does not want any of repetition. Cannot add any repetition because you only have 120 words to write. (The teacher refers to the blackboard) Okay, so leave out all the repetition, select the important points. Second, generalize details. Section B, you generalize details examples and explanations. You want generalizing all the butter all the er...ideas related butter and all the ideas related to Betty, into one sentence or one phrase.</p>	Observation	(S.L1.1 – 390-395)

190	Teacher 1	2	Explains summary writing strategy by referring to tongue twister.	Integration	Daripada you say Betty dua tiga kali dalam summary, daripada you say butter dua tiga kali dalam summary, it's semua sekali sekali saja. Because your word area limited in summarize. Okay, so you look at the answer it would be Betty finally bought. So finally indicates what, sequence connector indicates that there were other processes before yang dia telah beli. Tapi akhirnya, okay, bought some better butter then the bitter butter she bought earlier. So you tak ulang tentang butter tu banyak kali, you tak ulang Betty membeli banyak kali, and we only have 13 words. You've already summarized less than 20.	Observation	(S.L1.1 – 398-409)
191	Teacher 1	2	Summary writing strategy – refers to tongue twisters.	Integration		Observation	(S.L1.1 – 409-415)
54	Teacher 1	1b	Lack of knowledge on pedagogy.	Knowledge of pedagogy	If you see most of the books, they don't focus on that at all. They don't give us extra ideas or extra activities, no.	Interview	(S1.2 – 155-156)
55	Teacher 1	1.a	Mixture of exposure to types of English.	Knowledge of subject matter	So, from the beginning not much of American. Oh yeah, movies. Only from the movies. I know some of the differences from there. That's about it. Mostly Malaysian and British.	Interview	(S1.1 – 460-462)
56	Teacher 1	1.a	Influenced by friends, parents and radio programs.	Knowledge of subject matter	Interviewer: Okay. Alright. How were you exposed to Malaysian and British English? I mean, how, uh, who were your influences? Interviewee: My parents, my teachers. Interviewer: Right, right. Interviewee: Uhm, movies not really. Radio programs.	Interview	(S1.1 – 464-471)
57	Teacher 1	1.a	Limited knowledge on pronunciation, phonetics.	Knowledge of subject matter	Low. Very low I must say. Especially comparing to my senior teachers, who went through a thorough system. I actually have one or two teachers who can actually talk on it. Who can actually tell me the symbols when they talk and things like that?	Interview	(S1.2 – 334-336)
58	Teacher 1	1a	Deal with pronunciation problems with existing knowledge.	Knowledge of subject matter	They got two syllables, three syllables and all right? So it's like um, what, root knowledge. You have it in Bahasa; suku kata, right? Adapted Bahasa's knowledge into English. That's about it. If you asked me in detail, I won't be able to elaborate.	Interview	(S1.3 – 284-286)
59	Teacher 1	1a	Lack of knowledge on subject matter.	Knowledge of subject matter	So, even the teacher doesn't have the knowledge also, there will be a push for that particular teacher to go and do, prepare on their own. Do own preparation and lots of books around what.	Interview	(S1.4 – 424- 426)
226	Student 1	3	Grammar main focus.	Language focus	Interviewer: Dalam pronunciation macam mana? Sebutan bahasa Inggeris tu? Izudin rasa confident tak? Nak sebut dalam English? Interviewee: Tak sangat ah.	Interview (st)	(st1-S1 – 8-11)

246	Student 2	3	Grammar most important.	Language focus	Interviewer: Akmal rasa Akmal ada buat banyak salah bila buat sebutan dalam Bahasa Inggeris? Interviewee 2: Ah..takut juga lah kadang, naksebut juga tu tapi kalau kita rasa kita nak betul je sampai bila. Kitaharus belajar dari kesilapan, baru kita tahu yang bende tu salah ke betul. Se..sebut lah, nanti mesti cikgu betulkan. Interviewer: Oh kalau salah, cikgu betulkan. Interviewee 2: So kita tahu lah dari situ. Yang macam tu kena sebut. Interviewer: So, kalau Akmal tak tahu sebutan tanya cikgu? Interviewee 2: Tanya cikgu, tanya kawan yang tahu BI.	Interview (st)	(st2-S1 – 79-89)
224	Student 1	3	Help from friends.	Learning strategy	Interviewer: Kalau dalam kelas ada cikgu ajar macam mana nak sebut? Interviewee: Emm (agree).	Interview (st)	(st1-S1 – 3-5)
225	Student 1	3	Help from teacher.	Learning strategy	Interviewer: Dalam Bahasa Inggeris yang paling rasa perlu perbaiki daripada segi apa? Daripada segi sebutan ke, daripada segi grammar ke, reading ke, writing ke? Mana satu yang paling Izudin (Student's name) nak improve sangat? Interviewee: Nak improve ah? Grammar la.	Interview (st)	(st1-S1 – 6-7)
234	Student 1	3	Help from friends and teacher.	Learning strategy	Interviewee: Dictionary yang tu? Interviewer: Boleh ke? Interviewee: Rasa tak boleh kot. Interviewer: Tak pasti? Dictionary bagi makna saja? Interviewee: mmm..(agree) Interviewer: Sebutan? Interviewee: Sebutan tak.	Interview (st)	(st1-S1 – 85-91)
235	Student 1	3	Not sure if dictionary is helpful.	Learning strategy	Interviewer: Okay..alright ada tak buat revision on pronunciation? Interviewee: (Laughing).. Interviewer: Takde? Grammar ada lah? Kenapa? Sebab grammar masuk exam eh.. Interviewee: mm...mm.. Interviewer: Pronunciation tak ada exam? Interviewee: Takde lah.	Interview (st)	(st1-S1 – 93-99)

236	Student 1	3	No revision – no exam.	Learning strategy	Interviewer: Okay lah..Kalau oral English macam mana?Interviewee: Ah, tu lah, lagi lah oral.Interviewer: Sebutan?Interviewee: mm..oral..tibai je lah..kalau tau apa, yang mana ingat tu, ingat je lah..kalau tak tahu sebut, hentam je lah.	Interview (st)	(st1-S1 – 102-107)
244	Student 2	3	Improve English through speaking.	Learning strategy	Interviewer: Berapa kerap Akmal cakap Bahasa Inggeris dengan kawan-kawan? Interviewee 2: Laughing..tak berapa kerap, tak berapa sangat lah. Kalau ada just, dapat bergurau tu cakap lah, kalau orang tu cakap Bahasa Inggeris, cakap lah Bahasa Inggeris. Interviewer: Oh...gurau macam mana? Interviewee 2: Ah..gurau macam Cikgu Vanita tadi tu lah. Interviewer: Oh...usik-usik cikgu....(inaudible) Interviewee 2: Ah..usik-usik cikgu.. usik-usik kawan-kawan..cakap lah macam tu.	Interview (st)	(st2-S1 – 67-71)
245	Student 2	3	Learn English in a fun way.	Learning strategy	Interviewer: Okay. Dalam pembelajaran Bahasa Inggeris, kita belajar grammar, reading, writing, speaking semua ni kan? Yang mana paling penting? Interviewee 2: Grammar lah. Interviewer: Kenapa grammar penting? Interviewee 2: Umm..sebab bila kita cakap..ummhh..kan memerlukan ayat..apa ah? (sound of mouth) tapi yang penting grammar lah. Interviewer: Yang penting grammar? Kenapa? Kenapa sebab keluar dalam exam ke? Interviewee 2: Ah..sebab dia harian kita lah, harian kita. Interviewer: Harian? Kalau tak betul grammar, salah lagi. Interviewee 2: Salah! Salah cakap.. Pas tu, nanti bila kita nak tulis hah, macam, tak tahu lah..hah, macam tu.	Interview (st)	(st2-S1 – 72-78)

247	Student 2	3	Teacher and friends help.	Learning strategy	Interviewer: Selain daripada tanya kawan dan tanya cikgu, boleh tak dengan cara lain kita tahu cara macam mana nak sebut dengan betul. Interviewee 2: Oh..err..dengar err..dengar orang cakap ..err..kalau ada kamus tu kita try lah sebut dia kalau ONCE. Kita sebut lah O.N.C.E.wen, wence, wants, kita sebut, dari tahu ah, kita tahu bende tu.Hah. Interviewer: So kita boleh tahu dari dictionary lah. Interviewee 2: mm..(agree) yeah..	Interview (st)	(st2-S1 – 97-105)
248	Student 2	3	Dictionary can guide.	Learning strategy	Interviewer: Dalam kelas, Cikgu Vanita banyak tak bagi latihan on pronunciation? Interviewee 2: Pronunciation? Interviewer: Ada tak dia bagi latihan.... Interviewee 2: Pronunciation tu macam mana? Interviewer: Pronunciation sebutan. Interviewee 2: Sebutan..uhh..tak, tak pernah. Interviewer: Takde? Takde latihan pronunciation. Interviewee 2: Ah..selalu dia grammar, essay, summary.	Interview (st)	(st2-S1 – 106-112)
156	Teacher 1	2	Uses tongue twister as lead in.	Lesson stage	Okay, then we'll proceed with C. We're going to change some parts of speech ya. Speech into recorded speech. This would be our title for today. Next, the third step ah, writing the summary. But before that, I'd just want to do some simple exercises with you. On section B, summarize. What I did was, I printed out a few tongue-twisters for you all. You know what is a tongue-twister?	Observation	(S-L 1.1 – 25-28)
180	Teacher 1	2	Deals on the meaning first.	Lesson stage	Teacher: Okay, now before err..before, before we start to reading it, do you understand the meaning. Student: (girl) Yes. Teacher: Go slowly. Part by part. It's very simple. There are just trying to...inaudible. Teacher: I wish to wish, you what is the meaning of wish right? Students: Yes/ yeah. Teacher: What is the meaning of wish? Student: Hajat. Hajat. Hajat. Hajat. Teacher: Hajat atau permintaan. I wish to be a millionaire now. I wish to have wings to fly now. Okay? I wish to have a handsome prince.	Observation	(S.L1.1 – 293-301)

181	Teacher 1	2	Explains the meaning before reading.	Lesson stage	<p>Teacher: (Saying a name – Haidah?) Haidah, I wish to wish, the particular wish, you wish, so there's two person. That means an individual to another person. Sorry ah, to wish..Student: The wish.Teacher: I wish to wish the wish you wish to wish, that means ape yang you berniat hajat tu saye pun.Student: Saye pun hajat ,nak berhajat same.Teacher: Nak berhajat same. But if you wish, tetapi..Student: (Boys) Tak dapat berhajat.Teacher: Okay, the witch wishes.Student: Nak menjadi hajat/ hajat kat perempuan sihir.Teacher: Don't know?Student: (Girl) No. wishes.</p>		
192	Teacher 1	2	Moved to summary writing.	Lesson stage	<p>We are looking changing the parts now. Sometimes, most of the times lah, not all the times, not necessary, your SPM comprehension ah, you can have a narrative kind of story, okay, just a story, it could be a story, or you could be factual. If you have factual, safe, section C will not pay any part of summarizing. But if you have a story, it's gonna be difficult. Why? There will be a lot of speech. A lot of speech mark, open dialogue, close dialogue. You cannot be writing the entire speech in your summary, salah. You kena tukar dia. First person kena tukar kepada third person. Kalau in the line ah..uhhmm..i am proud of my achievement, that's the characteristic of the person. You suppose to summarize the characteristic of the person. You can't be take I am proud, right, tak make, no doesn't make any sense. You got to change it. She is proud due to her achievements. So kita kena, buat.....buat pertukaran. Parts of speech. Tense tukar, first person, third person tukar. Structures will tukar. Okay, that's what you're gonna look at. And then, I just gave you another 5 sentences, exercise, for you to just switch it, I wanna see how you switch it. Okay, so I'll give you some notes first, as usual, when you do the exercise, I'll explain it to you.</p>	Observation	(S.L1.1 – 423-428)
193	Teacher 1	2	Moved on to another summary writing strategy without reference to the tongue twisters.	Lesson stage	<p>Student: I wanna go to the toilet.Teacher: You want to go to the toilet. Yes, you may. But stop, I want you to read the doctor doctrine tongue-twister first. You get it right, you go to toilet. Student: Now.Teacher: Yeah.Student: When the doctor (inaudible).Teacher: What? (The student is reading the tongue twister) Student: Inaudible-reading. (The student is reading the tongue twister again) Teacher: Incorrect. Again.</p>	Observation	(S.L1.1 – 441-453)

203	Teacher 1	2	Starts off with explanation of part of summary.	Lesson stage	Teacher: No, what you're holding is also a game. (Inaudible). Not not so. It's not going to be so exciting but it might be exciting. Depends on you, yourself. Student: (Inaudible) Teacher: Okay, whatever you are holding... It's supposed to be BINGO. Student: BINGO.	Observation	(S-L1.2 – 25-26)
60	Teacher 1	1.a	Reason for choice of course.	Negative personal disposition	actually I don't know why I took up IT. It is not my field. My talent, I suppose is on something else. More to mass-com, journalism and things like that. Well, I did it. That time, It was very famous but I don't regret because now IT has lead me to education if you see where I am now.	Interview	(S1.1 – 38-40)
61	Teacher 1	1.a	Unsatisfied with training.	Non-facilitation of teacher training	I don't have a professional training because KPLI is a crash course; one year course. If you compare to teachers who went to Maktab; four years, five years, they are somewhere. They have the actual knowledge. I have the actual knowledge for IT because I did it for four years.	Interview	(S1.1 – 79-82)
62	Teacher 1	1.a	Pronunciation not taught (teacher training)	Non-facilitation of teacher training	Pronunciation, uh, not really.	Interview	(S1.1 – 113)
63	Teacher 1	1.a	Phonetics not taught.	Non-facilitation of teacher training	Interviewer: Just merely on grammar. But nothing at all on pronunciation? And you did not take any courses on English Phonetics and Pronunciation? Were there such course? Interviewee: No. not at all. But uh, one of my Dean suggested a book.	Interview	(S1.1 – 132-135)
64	Teacher 1	1.a	No teaching pronunciation course.	Non-facilitation of teacher training	Definitely uh, nothing about courses. But um, teaching pronunciation, KPLI they did not cover much on it. It was just grammar, and reading...	Interview	(S1.2 – 291-292)
65	Teacher 1	1.a	No phonetics course.	Non-facilitation of teacher training	Interviewer: Nothing at all about phonetics, phonology, the sound system. Interviewee : I think maybe. I think I received one worksheet. Just one note or worksheet or something like that. That's about it.	Interview	(S1.2 – 292-297)
66	Teacher 1	1.a	Not tested in phonetics or pronunciation teaching.	Non-facilitation of teacher training	Interviewer: Were you exposed to uh, to the symbols of pronunciation? Interviewee : I think it was there, that particular worksheet. But then, there were no, there was no follow-up activities or nothing. So we didn't regard it as so important because it wasn't an assignment or anything.	Interview	(S1.2 – 299-303)
67	Teacher 1	1.a	No course on teaching method for pronunciation.	Non-facilitation of teacher training	So, maybe, I might have that one or two sheets but that's about it. One lesson out of the whole thing. Probably yeah, can't recall much but that should be about it. But particular method, very in detail nothing	Interview	(S1.2 – 311-313)

68	Teacher 1	1a	Not taught in teacher training (Technical and pedagogy of pronunciation).	Non-facilitation of teacher training	Interviewer: In the teaching and learning. And when you go to uh, Maktab, it was also not exposed to you la. Interviewee: Exactly. Interviewer: How pronunciation should be taught, you know. And about phonetics and phonology as well. Interviewee: Em, we just browse through the books, the dictionaries and things like that. So we don't really know like we don't really have a proper lesson plan. We don't know how to come out with a proper lesson plan. If, I mean in relation to pronunciation.	Interview	(S1.3 – 82-92)
69	Teacher 1	1.a	Ability	Personal disposition	I like to teach. I can speak, I can write. Of course I don't know the depths, the techniques of it. So that's the reason I'm applying for the course, I'm not going into the school straight away teaching".	Interview	(S1.1 – 49-51)
70	Teacher 1	1.a	Preference	Personal disposition	I wanted to be an air stewardess because I got a scholarship actually. A sponsorship by MAS. And I wanted to be a secretary. Because secretary, you get to dress up well, you speak to outstanding people, communicate with them, you'll have a lot of social contacts. I like these kind of things; customer service, talking and mixing around. But my parents did not support. Parents didn't like because they were still the reserved kind of a person. You know girl; prestige and pride.	Interview	(S1.1 – 55-60)
71	Teacher 1	1.a	Dissatisfaction	Personal disposition	I feel like changing the field. I want to go back to private. I can still impart my knowledge. Training, development in companies. Still, it uses the international language. If you'd need to go out of the country, that'll would be superb. You need to converse, when I think like that. Or maybe in Kementerian, the Ministry. I thought of trying in the Ministry which is not easy, but I want to give it a try.	Interview	(S1.1 – 66-70)
72	Teacher 1	1.a	Choises	Personal disposition	But, uhm, my mom said "why don't you try since you like to speak, you like to teach". I wanted to serve students. I mean, a lot of students were lack of moral. And uhm, I wanted to pay back the government who gave me the PTPTN loan. By servicing in the government.	Interview	(S1.1 – 100-103)
73	Teacher 1	1.a	Personal.	Personal disposition	Salary. That time salary was very, very low.	Interview	(S1.1 – 157)
74	Teacher 1	1.a	Motivation	Personal disposition	Even my teachers have never told us to become teachers. They never suggested such a thing. I don't know why. So the thing was not up there. The main concern was salary.	Interview	(S1.1 – 162-163)

75	Teacher 1	1.a	Teaching experience	Personal disposition	First, I was posted to Kinabatangan, Sabah. A rural area, I tell you. Well, uhm, the moment I went there, everything, all my intentions, my passion, my dreams were killed la. Torn apart. Because whatever that I had and I learned here, nothing could be applied there.	Interview	(S1.1 – 194-196)
76	Teacher 1	1.a	Aim	Personal disposition	As long as you can understand what, uh, an outsider; let's say a foreigner comes to the country, as long as you can understand what they're trying to say, I think that's sufficient.	Interview	(S1.1 – 511-512)
77	Teacher 1	1.a	Choices	Personal disposition	That's when, for example, a tree; that's when the branches and the leaves would grow, then it would be fruitful once the roots is strong. So, I think we are missing a lot of, a lot of the roots element in language. I am aware of that but...	Interview	(S1.2 – 77-80)
78	Teacher 1	1.a	Self improvement	Personal disposition	Yeah, of course I still have a lot to learn. I would really appreciate it if there is a course that I can go.	Interview	(S1.2 – 336-337)
79	Teacher 1	1.a	No motivation to use existing information.	Personal disposition	I always wanted to buy books and uh; I even have one or two books at home. But it's just that there is no motivation.	Interview	(S1.2 – 337-338)
80	Teacher 1	1.a	Willing to go for self improvement.	Personal disposition	But yeah, if training, courses and all ah, I would love to go because I know I'm really lacking behind in this particular field so of course I would want to like "top-up", right?	Interview	(S1.2 – 361-363)
81	Teacher 1	1c	Designs and chooses activities based on logic.	Knowledge of subject matter	Just like that because speaking is there. For us, we know that speaking is very important. In order to speak you need to pronounce. That's, that's the main logic idea. That's about it.	Interview	(S1.2 – 327-329)
82	Teacher 1	1a	Starts from home at a young age.	Personal disposition	I think it starts from root; from young. Yeah, from family; from home. It's very important from home. And the activities that they engage at home. TV, radios, speaking. Um, to whom their communicating with. Difference, different people. I think it starts; yeah, when you're young itself.	Interview	(S1.3 – 6-9)
83	Teacher 1	1a	As early as learning to utter sounds.	Personal disposition	As young as possible, exactly. When the moment they start speaking itself. But of course they have their baby language. And then they improve.	Interview	(S1.3 – 13-14)
84	Teacher 1	1a	Can be learned at any age.	Personal disposition	No, I don't think so. I mean, learning is, it's continuous until death. So, maybe they miss the first part or during their early stages. I think they can still cope. Because learning is a continuous process right. As they learn, they get to adjust. They get to improvise themselves. Yeah, I think, it's not to say that if you learn later part of the years it's going to be ineffective la. I think it would be good. As long as, at least you learn something before it's too late.	Interview	(S1.3 – 29-33)

85	Teacher 1	1a	Aware of the advantages of early exposure.	Personal disposition	Definitely, yeah. Because they're going to be making it a practice to use it. They know, they're confident in what they are doing and what they're using. So, their knowledge, their experience would be so much better. The duration is different already.	Interview	(S1.3 – 37-39)
86	Teacher 1	1a	Must like pronunciation to teach it.	Personal disposition	I think it's a very unique kind of skill ah, where you must have the passion to do it. If not, it's difficult.	Interview	(S1.3 – 232-233)
87	Teacher 1	1a	Acknowledgement of importance of subject matter.	Personal disposition	Yeah, in learning pronunciation because as you said, you need that before you can actually teach your students uh, pronunciation.	Interview	(S1.4 – 437-438)
88	Teacher 1	1a	Does not like the technical parts.	Personal disposition	time la plus it's so technical. I myself don't like it. This is personal dislike and towards pronunciation.	Interview	(S1.4 – 449-450)
89	Teacher 1	1a	Time consuming.	Challenges of teaching pronunciation	Plus ah, time. We don't have enough time. Lagi masuk syllabus, lagi mampus.	Interview	(S1.4 – 450-451)
90	Teacher 1	1a	Not taken seriously (not tested)	Personal disposition	And ah, no test also. We're not going to carry it out so seriously. Then...	Interview	(S1.4 – 451-452)
227	Student 1	3	Lack of confidence.	Personal disposition	Interviewer: Biasa? Selalu cakap English? Dengan siapa selalu cakap English? Interviewee: Hah? Dengan siapa? Dengan siapa? Dengan kawan-kawan je la. Interviewer: Dengan kawan-kawan? Masa bila yah? Interviewee: Masa bila? Masa BI je la. Interviewer: Masa-masa BI je? Interviewee: Ah, masa BI je. Masa lain, kang diaorang kutuk-kutuk.	Interview (st)	(st1-S1 – 17-19)
232	Student 1	3	Good pronunciation to communicate at work.	Personal disposition	Interviewer: Okay..ummhh..Izudin puas hati tak dengan cara sebutan Bahasa Inggeris, Izudin? Interviewee: Puas hati dah tak puas hati, tapi adalah yang perkataan yang tak tahu kan, tetiba senyap. Kalau macam tengok, pernah sebut ni tak tahu kan hah, senyap je lah. Tanyalah kawan, tahu tak ape ni? (inaudible)...sebut hah.	Interview (st)	(st1-S1 – 62-73)
233	Student 1	3	Mixed feelings over satisfaction of own pronunciation.	Personal disposition	Interviewer: Oh, selalu tanya kawan lah kalau tak tau sebut macam mana? Selalu kawan boleh beritahu jawapan tak? Interviewee: Boleh. Interviewer: Selain daripada bagi tahu kawan, ada tak cara lain? Interviewee: Mmm..? Interviewer: Ada tak cara lain? Interviewee: Tanya teacher je lah.	Interview (st)	(st1-S1 – 81-84)

237	Student 1	3	Oral exam not important.	Personal disposition	Interviewer: Belajar Bahasa Inggeris ni, penting macam mana bagi Izudin, penting sangat ke? Interviewee: Penting sangat. Interviewer: Macam mana pentingnya? Interviewee: Penting lah. Interviewer: Untuk apa tu? Interviewee: Penting sebab apa eh? Mmm..Penting lah. Interviewer: Untuk..Untuk apa Izudin? Interviewee: Untuk apa? Interviewer: Hah..(inaudible). Interviewee: Tak lah, untuk communicate kan, hah. Interviewer: Hah.. Interviewee: Untuk communication ke. Interviewer: Nak communicate dengan siapa? Bila kerja je? Interviewee: Hah..kerja je.. Interviewer: Dekat sekolah tak penting sangat lah? Interviewee: Kat sekolah, sini suda BM kan, tak nak lah cakap BI.	Interview (st)	(st1-S1 – 108-112)
238	Student 1	3	English important for work only.	Personal disposition	Interviewer: Kat rumah macam mana? Interviewee: Kat rumah cakap BM je lah. Interviewer: Cakap BM? Dengan Mak, dengan Ayah, cakap BM je lah? Interviewee: Mmm...(agree)	Interview (st)	(st1-S1 – 132-147)
240	Student 2	3	Teacher factor.	Personal disposition	Interviewer: Bukan yang hanya mengajar sahaja, ye? Interviewee 2: A ah..ajar dia, tension lah..bosan lah.. Interviewer: Tapi tak tak tak boleh nak borak-borak.	Interview (st)	(st2-S1 – 24-31)
241	Student 2	3	Prefers activity based.	Personal disposition	Interviewer: Yeah...o.k, so dalam banyak-banyak subjek, subjek mana yang Akmal yang paling suka sekali.? Interviewee 2: Ummh...math lah. Interviewer: Suka Matematik. Interviewee 2: Ah.. (agree). Interviewer: Kenapa suka Matematik? Interviewee 2: Eherm...(laughing)..entah, tak..tapi melibat kira-kira kan? Kita macam, Budget lah, budget pandai kira kira ni. Interviewer: Aha..kalau English, jatuh nombor berapa tu, last tak? Interviewee 2: Takda lah..umh..nombor lima (5) macam tu.	Interview (st)	(st2-S1 – 36-38)

242	Student 2	3	Not a favourite subject.	Personal disposition	Interviewer: Oh, jatuh nombor lima juga ye? Kenapa ye jatuh tengah-tengah tu, dekat bawah juga tu? Kenapa dia tak top three ke? Interviewee 2: (laughing) ah..sebab, macam mana eh..? umm..Bl ni kan umm.. umum kan? Kalau yang tu kan kita hah kita kena kejar kalau Bl tu kita blaja cara sambilan pun boleh. Tapi kalau math, math tu, kita kena ke hadapan sikit.	Interview (st)	(st2-S1 – 52-61)
243	Student 2	3	English subject not taken seriously.	Personal disposition	Interviewer: Macam kalau kita nak belajar English cara sambilan tadi ye, macam mana kita nak belajar sambil-sambilan? Interviewee 2: Ah? Macam mana? Kita, kita cakap dengan kawan pun boleh Bahasa Inggeris dah. Cakap dengan, uhh..how are you? Hah, Bahasa Inggeris dah. Kita boleh dapat ilmu tu dengan cakap macam tu je lah.	Interview (st)	(st2-S1 – 62-66)
251	Student 2	3	Aware of the difference of types of English.	Personal disposition	Interviewer: Akmal biasa dengar British English atau American English? Interviewee 2: Saya tak tahu pun (inaudible) mana satu British,mana satu America, tapi English, bila saya dengar, ah, macam saya tahu lah sikit-sikit. British tu macam mana, tapi nak sebut dia, tak tahu dah macam mana, British dengan America.	Interview (st)	(st2-S1 – 130-137)
252	Student 2	3	Aware of the difference but unable to label.	Personal disposition	Interviewer: Kalau kita belajar Bahasa Inggeris di Malaysia kan, sebutan kita tu perlu pada American English ke, British English ke ataupun memadai kalau kita speak English macam orang Melayu orang Malaysia cakap English, macam mana? Interviewee 2: Terpulang lah kepada individu masing-masing, tapi bagi pendapat saya kan, uhh..kita harus sebut apa yang betul lah, uhh..sebut English ke..ahh..nak sebut America ke, Britain ke, Malay punya tak kisah, janji orang tu, apa yang orang cakap tu kita faham.	Interview (st)	(st2-S1 – 138-141)

253	Student 2	3	Aware of choices and goal.	Personal disposition	Interviewer: Akmal rasa nak improve tak dari segi sebutan? Interviewee 2: Oh..Dah semestinya, kerana, lah, nanti saya akan berdepan juga dengan orang yang berbahasa Inggeris, nanti bila orang tu cakap nanti, ahh..ternnganga-nganga, tak tahu lah apa jadi nanti.	Interview (st)	(st2-S1 – 142-147)
254	Student 2	3	The need to improve on pronunciation.	Personal disposition	Interviewer: Kalau Cikgu Vanita dia ada buat separate lesson kan, lesson yang lain khas untuk sebutan aje, Interviewee 2: mm..hmm.. Interviewer: Uhh..Akmal rase bagus tak untuk Akmal? Interviewee 2: Uaaii..semestinya memang bagus lah. Interviewer: Macam tadi kan, dia ada cakap SIX (6) dengan SIK? Interviewee 2: Ahh..kita tahu lah tu, macam mana nak sebut dia, beza dia yang mana, huruf mana yang boleh kita bezakan. Interviewer: Rasa berguna tak tu huruf? Interviewee 2: mmm..berguna lah.	Interview (st)	(st2-S1 – 151-154)
255	Student 2	3	Thinks pronunciation lesson is useful.	Personal disposition	Interviewer: So kalau Puan Vanita nak buat lesson on pronunciation? Sebutan? Rasa Akmal boleh terima? Interviewee 2: Ah..boleh terima seadanya. Interviewer: Okay..Akmal rasa banyak tak Akmal nak improve daripada segi sebutan? Interviewee 2: Banyak..banyak lah, lagipun kita orang ni dari kelah (kelas) depan kan mestilah nak improve BI. Nak sebut lagi, kalau kita nak sebut pun dah salah nanti, kelah (kelas) belakang macam mana pula cakap..ah..malu lah..pada diri sendiri.	Interview (st)	(st2-S1 – 155-164)

256	Student 2	3	The need to improve pronunciation.	Personal disposition	Interviewer: Dekat rumah ada guna English tak? Interviewee 2: Ahh..kekadang je (laughing). Interviewer: Kekadang? Interviewee 2: Saya pun tak pandai sangat BI, nak sebut pun kekadang salah, kekadang betul. Interviewer: Mak dengan Ayah ada...guna Bahasa Inggeris tak? Interviewee 2: Ahh..kekadang je. (laughing).. Interviewer: Adik-beradik? Interviewee 2: Ahh..adik-beradik tak.	Interview (st)	(st2-S1 – 169-175)
175	Teacher 1	2	Student fail to see the difference.	Response	Student: Merry...Mary Merry Mary..same je.	Observation	(S.L1.1 – 227)
179	Teacher 1	2	Student recognizes the difference of sounds.	Response	Teacher: Okay, now before err..before, before we start to reading it, do you understand the meaning. Student: (girl) Yes.	Observation	(S.L1.1 – 291)
171	Teacher 1	2	Teacher and students are into the idea of competing.	Response/feedback	Teacher: Let's see, are the girls are better than the boys or the boys are better than the girls. Student: (boy) Boys are better. Teacher: Oh, we'll see that. Student: (girl) no. Student: (boy) Oh really.	Observation	(S.L1.1 – 170-174)
172	Teacher 1	2	Teacher and students enjoy the competition.	Response/feedback	Teacher: One, two, three. Student: (Boy) Betty bought some butter but the butter Betty bought was bitter so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before. Students: Yearrrhhh! (Clapping) Wooooo... Student: Baru lah bro. Students: Inaudible (Cheering + Response). Teacher: Alright, ahhhh...Can I have girls... (Laughing)...to do, do something better than him. Students: (Laughing) Depends, depends. Teacher: Please girls. Who else...Okay, wait, fine. We *Inaudible*. Okay, come on, come on, I know you can do it, improvise just a little. Somebody else who wants to try.	Observation	(S.L1.1 – 182-192)
185	Teacher 1	2	Teacher and students enjoy the idea of reading with a speed.	Response/feedback	Teacher: Okay. Alright, wish ah, say wish... Students: Wish... Teacher: Haih ah..wish..W.I.S.H. (<i>The teacher spells the word</i>) Students: Wish. Teacher: Ah..ah..ah..ah....wish. Students: Wish.	Observation	(S.L1.1 -356-369)
91	Teacher 1	1.a	Studied in a good school.	School factor	And, I studied in a Kampung Tengku, which is a; which was a good school those days.	Interview	(S1.1 – 16-17)
92	Teacher 1	1.a	Teacher influence.	School factor	Very close to my teachers. Most of my teachers speak very well.	Interview	(S1.1 – 17)

93	Teacher 1	1.a	Studied in a good school.	School factor	Father made it a point for me to go to one of the best girl schools. Where academic is given importance. And over there you know, Assuntrians, it's more to Christianity and all. A lot of mixtures there. A lot of em, Portugese and Christians and all. Uh, their sole language there was English medium even though it is a Malay school. So, it was all English. They spoke very well over there, my bunch of friends.	Interview	(S1.1 – 22-27)
94	Teacher 1	1a	Current practice as a result of previous learning experience. (Integration)	School factor	Interviewer: Are you saying this because uh, when you were in your school days uh, during English Language lessons you were not really taught pronunciation? Interviewee: Yeah, we never really had any separate lessons. We were not taught any technical terms or separate lessons. It just came within speaking and reading.	Interview	(S1.3 – 71-75)
95	Teacher 1	1a	Current view due to no emphasis given on pronunciation.	School factor	Interviewer: So, from young, from when you were in your school days, nobody you know uh; pronunciation was not even stressed. Interviewee: Yeah, it was not.	Interview	(S1.3 – 77-80)
96	Teacher 1	1a	Lack of emphasis in early stage of learning.	School factor	One of the reasons. Because yeah, since young, it was not emphasized at all. We were not exposed. This is not tested anyway. Only oral. Oral is a separate certificate.	Interview	(S1.4 – 481-483)
155	Teacher 1	1b	New tongue twisters from the internet.	Source - Internet	All these tongue-twisters I grabbed from the internet because the ones you have in the text and the books are the common ones. Seashells la. But you have ah Betty here, Miss Betty. The rest would be quite new.	Observation	(S.L1.1 – 52-54)
97	Teacher 1	1.a	Understands the limitations.	Students' learning environment	Or the person is like, say from overseas, you know, parents migrated here, they're studying here, of course we can't be forgetting them la. That's the thing.	Interview	(S1.1 – 515-516)
98	Teacher 1	1.c	Lack of support from parents.	Students' learning environment	We had a lot of activities but no, not a lot of cooperation from the students because they are weak and no confident. And no support from the people, the community. If it's English language, if it's English society, the mentality is really out. They don't support. They don't play along with us. They don't enjoy.	Interview	(S1.1 – 426-430)
99	Teacher 1	1a	Good students do not have problems.	Students' learning environment	Uh, of course there are a couple of them; two or three of them who can say the words clearly because of their background. Because only two students, I would say two to three students because uh the parents are lecturers. And uh, one of the girl is from Singapore.	Interview	(S1.4 – 186-188)
100	Teacher 1	1a	Weak students have problems.	Students' learning environment	There are weak ones where they can't even; can hardly read a single sentence. And they refuse to. Yeah because they know that they are very weak, they don't have the confidence to actually read.	Interview	(S1.4 – 197-199)
101	Teacher 1	1a	Lack of attention by	Students' learning	Unless they; because they don't care about using it out there. No	Interview	(S1.4 – 362-366)

102	Teacher 1	1a	The perception of English Language.	Students' learning environment	Em, they can still survive. So, it's not important. It's still the second language for them. Like for us, it's our teaching. Our profession is such a thing. So, we cannot do anything like that.	Interview	(S1.4 – 370-372)
103	Teacher 1	1.a	Emphasis by parents.	Supportive home learning environment	Actually since young, um, I was very much exposed to English because both my parents are English educated, one; and uh, they were very particular about language learning so they never taught me the mother tongue.	Interview	(S1.1 – 7-9)
104	Teacher 1	1.a	Lack of mother tongue	Supportive home	I never went for any mother tongue lessons. Till today, I don't know how	Interview	(S1.1 – 9-12)
105	Teacher 1	1.a	Socializing with people who use English Language.	Supportive school learning environment	I had very, very few Indian friends and most of my Indian friends won't converse in Tamil.	Interview	(S1.1 – 14-15)
106	Teacher 1	1.a	Good rapport with teachers.	Supportive school learning environment	Most of my teachers speak very well. So, and I'm a very teacher kind of a girl. So, I got influenced by them.	Interview	(S1.1 – 21-22)
107	Teacher 1	1c	Teacher as a model of frequent user of the language.	Teacher factor	Of course, I mean like um, when we speak we make sure we always try to speak in English.	Interview	(S1.3 – 239-240)
108	Teacher 1	1c	Through occasional correction.	Teacher factor	If they make mistakes, we correct them. Not all the time of course. That's ridiculous. At times, we're just too tired to do that you know?	Interview	(S1.3 – 240-241)
109	Teacher 1	1a	Teachers' education background influences grading/marking.	Teacher factor	we mark, we look at the practical thingy. So, it's different. Because all teachers are different. All students are different. We don't think alike. We have our own level. We've got uh, teachers with a Masters holders; UK, US educated. When they mark it's different. We are Malaysian educated. When	Interview	(S1.4 – 304-307)
110	Teacher 1	1.a	Good rapport with lecturers and teachers.	Teacher influence	KPLI, MMU and I love my teachers. I still keep in touch with them.	Interview	(S1.1 – 142)
160	Teacher 1	2	Teacher models the pronunciation (reading).	Teacher's role	The first one. Ya, you guys are aware of this right; betty bought some butter, but the butter betty bought was bitter so betty bought some better butter and the better butter betty bought was better than the bitter butter betty bought before.	Observation	(S.L1.1 – 59-61)
165	Teacher 1	2	Acknowledgement of error.	Teacher's role	Okay, I detected some fault in between. Never mind. Alright. Can we have only the girls reading it? Are you all ready girls?	Observation	(S.L1.1 – 102-103)
166	Teacher 1	2	Concerned with speed.	Teacher's role	Okay. Make it medium ah, medium pace. One, two, three.	Observation	(S.L1.1 – 105)
170	Teacher 1	2	Acknowledgement of error.	Teacher's role	Okay. Right, that was a fault there. Right. Yes it's obviously happen.	Observation	(S.L1.1 – 156)
172	Teacher 1	2	The teacher encourages competition.	Teacher's role	Teacher: Okay guys, hang on, hang on, now we will see ah, you got to beat Izudin yah. Maruah ni, maruah is huge problem.	Observation	(S.L1.1 – 199-200)

173	Teacher 1	2	General comment on pronunciation.	Teacher's role	Okay, that is quite good. Accurate. Pronunciations was good. Also quite fast. That's right. Right.	Observation	(S.L1.1 – 210)
183	Teacher 1	2	Teacher comments on the reading.	Teacher's role	Teacher: No! Bad! Teacher: Okay let's try once again. Eliminate the coma. Don't pause. No punctuation.	Observation	(S.L1.1 – 340)
195	Teacher 1	1a	Teacher as observer and penalizes students.	Teacher's role	Teacher: Yes, no Bahasa Melayu. I'm gonna write down, so that today I can go back with lots of money. Okay? No discussing with other groups, other partners. Okay?	Observation	(S-L1.2 – 135)
196	Teacher 1	1a	Teacher monitors, reminds and penalizes.	Teacher's role	Teacher: Nombor lima. 20 cents fine. Continue.	Observation	(S-L1.2 – 154-155)
207	Teacher 1	2	Sets students' role.	Teacher's role	Teacher: Over here? Copy? So you're going to run and read? Okay, no more switching roles ah. Now I tell you what you all supposed to do. This is what you call dictation race okay. Which involves; punctuation, which involves reading, which involves listening, which involves ah pronouncing, which involves writing skills as well, okay? Right.	Observation	(S-L1.2 – 94-98)
230	Student 1	3	Teacher corrects pronunciation.	Teacher's role	Interviewer: Tapi takde la dia ajar? Satu lesson tu dia ajar "Okay, ni sebutan, nak sebut, sebut macam ni. Ah, sebutan "a" macam mana, sebutan "b" macam mana". Takde la, tak pernah? Interviewee: Tak. Interviewer: Okay, uh, biasa tak kalau dengar British accent atau American? Orang American cakap ke orang British cakap ke, tau tak ada beza? Interviewee: Takde, kan diorang. Yelah, diorang kan lain-lain kan. Kekadang, BI kan macam apa kalau US dia sebut lain kan. Macam kalau apa, English dekat UK pun lain kan.	Interview (st)	(st1-S1 – 32-36)
111	Teacher 1	1c	Content explanation not a good idea.	Teaching content	Maybe. Yeah, I think that would be a good idea to tell them. Then, they will know the importance of it. Then maybe then, they will, would want to learn it. Instead of taking it; it's going to be boring, it's going to be burdensome, all the negative thoughts.	Interview	(S1.3 – 266-268)
112	Teacher 1	1a	Technical and interactive activities.	Teaching content	Interviewee : Yes, both are important. Interviewer : Technical and also the interactive part.	Interview	(S1.4 – 166-168)
113	Teacher 1	1b	Content based on levels of difficulty	Teaching content	No specific base but as long as it's easy. Not too easy as well. There should be some new words in that; difficult words in there, for me.	Interview	(S1 – 66-67)

114	Teacher 1	1b	Does not teach individual sounds.	Teaching content	Interviewer : But you don't break let's say you have a word and then break the word into sounds. Interviewee : No.	Interview	(S1.4 – 77-80)
115	Teacher 1	1b	Word level pronunciation	Teaching content	Just to pronounce correctly. As long as they can use the word out there.	Interview	(S1.4 – 88)
116	Teacher 1	1b	Teach stress based on own understanding.	Teaching content	At times I do sometimes separate the syllables for them so that they get part by part correctly. Because when, when you just ask them to pronounce a word, they'll pronounce it wrongly again and again and again and again and again until it got to be so babyish. So own, based on my own general knowledge, I just break into syllables.	Interview	(S1.4 – 94-98)
117	Teacher 1	1b	Intonation taught through punctuations and speaking exercises.	Teaching content	Yeah, I do stress the intonations. At times the punctuations and things like that right. It brings a lot of different voices, different tones and things like that. Yeah, I do la. Especially for dialogues, interviews.	Interview	(S1.4 – 98-100)
118	Teacher 1	1b	Teach all aspects (segmental and suprasegmental).	Teaching content	All in all. The using of it. Um, pronouncing it. How to break into symbols. All the, you know, whatever you've said just now the stress, the intonation, symbols and uh, the meanings that it carries. Everything should come into the picture.	Interview	(S1.4 – 131-133)
202	Teacher 1	1b	Emphasis on suprasegmental.	Teaching content	Teacher : We'll continue with the last section of the summary ah. How are you going to reduce the length of words especially... Ah, sentences with idioms, slangs and so forth. (Inaudible) words.	Observation	(S-L1.2 – 135-137)
223	Teacher 1	2	Shifts focus.	Teaching content	Kawan-kawan tolong la kan. Kira macam, dia support kan nanti. Takde macam kalau kita kat rumah, kita taktau, apa, kita taktau; sebut jelah benda tu. Betul ke tak betul ke, haah.	Observation	(S-L1.2 – 317-318)
119	Teacher 1	1a	Teaching pronunciation in depth.	Teaching content	I still feel the basic, the root is very important for them. Because that only teaches them how to stress on certain parts, how to pronounce certain words and all things like that. Fluency, accuracy and things like that. But, the depth of it is still blank.	Interview	(S1.4 – 141-144)
120	Teacher 1	1.a	Pronunciation not taught explicitly.	Position of pronunciation teaching	Interviewer : Probably not explicitly.	Interview	(S1.2 – 124)
121	Teacher 1	1.a	Either no pronunciation teaching at all or must be integrated.	Position of pronunciation teaching	Interviewer : If you just focus solely on pronunciation. Interviewee : Yes, definitely. So, my lessons; my main focuses will run away. So, it's either I try to put it in. Or modify with whatever existing we have. Something like that.	Interview	(S1.2 – 234-237)

122	Teacher 1	1.a	In school: only reading aloud.	Teaching method	Interviewer: Yeah, in school. Did you learn pronunciation in school? Well, this is either primary or secondary school. Do you recall? Interviewee : I don't really remember. I don't think so. I don't think so. No, not at all. Not at all. Not the technical part or anything. Just to say the words, to read, that's about it.	Interview	
123	Teacher 1	1.a	In school: Incorporated in drama, debates, public speaking.	Teaching method	Interviewee : Ah, reading aloud yes. A lot on reading aloud and uh, activities and uh, public speaking, debates, drama. Uh, I like to act. I like to be involved in these kinds of things; acting and sketches. But that's about it. Interviewer: Probably it was practiced through these kind of activities; drama.	Interview	(S1.2 – 252-256)
124	Teacher 1	1.a	In school: Choral speaking.	Teaching method	Interviewer: Did you have choral speaking? Interviewee : Ah, choral speaking yeah. That's about it.	Interview	(S1.2 – 260-262)
125	Teacher 1	1b	Tongue twisters from internet.	Source	Like the tongue twisters I used. Of course I don't remember all the tongue twisters. I got to get it from the internet as well.	Interview	(S1.2 – 171-172)
126	Teacher 1	1c	Design own activities.	Source	Interviewee : I just generate it like that. Interviewer: It's from your own idea. Interviewee : Yes, modification of this and that. Yes, exactly. Take whatever that I have, and I'll think about how to go inside. That's just about it.	Interview	(S1.2 – 162-167)
127	Teacher 1	1c	Dictation as a pronunciation activity.	Teaching method	That was actually a dictation kinda of a thingy. I was thinking of giving them dictation and all in a different class. So, I was just thinking, okay let's say put it in everything and, ok lah. Ask them to copy and write and a little bit.	Interview	(S1.2 – 173-175)
128	Teacher 1	1c	Uses NIE to teach pronunciation.	Teaching method	Interviewer: Does NIE have any, uh, pronunciation exercises, activities? Interviewee : Ah, yes, they've got these columns, saying three words, introducing three new vocabularies. That's very interesting. And they have parts of it. So, looks like, they're also giving concern on this pronunciation, vocabulary, grammar, poem, everything. So, it's interesting, very interesting. I like to use these kind of resources especially papers, magazines. I use discovery magazine a lot. I got my bunch.	Interview	(S1.2 – 189-195)

129	Teacher 1	1c	Integration of skills (reading aloud).	Teaching method	And earlier, I was giving Reader's Digest magazine, I mean article as well but that's too hard. Too tough. So, what I do is that, I gave them like; Obama I did once, I photocopied the Obama article, all about him from Reader's Digest, I gave it to 5C and I ask them to go through in a group, get the dictionary, find the meaning, and then I discuss about the article and the achievements and then I just ask them to summarize into one paragraph. What do you think about him? His characteristics and all. Which covered; adjectives, grammar part in it as well as writing skills and reading skills and all. And most of the time in pronunciation, I like them to read aloud. Read together, read aloud, read after me. Or, I love to do this. I'll just give them a passage from the textbook and I'll um, say that all of you all got to take turns to read it non-stop but it's not going to be in sequence. If one person breaks the chain; it's like a chain, anybody can just; one person will start here, one sentence. Another person at the end of the class will continue the second person. Anybody who breaks the chain will have to start again. So we had double period, through all the period; getting one passage read continuously, getting them to be alert. So, it was interesting actually. Because when you gets break, um, breaks off, they would be very frustrated to read it all over again.	Interview	(S1.2 – 196-211)
130	Teacher 1	1c	Not as a separate component, but integrated.	Position of pronunciation teaching	Yeah but, teaching it um, what I would say; yeah, it would be very burdensome if it was an extra component. But if it's embedded inside within the activities; you still have the speaking, pronouncing some words and things like that, I think that would be fine. But I think it's good, if they learn it. It's very good.	Interview	(S1.2 – 363-366)
131	Teacher 1	1c	The use of language lab and listening activities.	Teaching method	Take them to the lab. I think uh, to make them listen and to make them repeat whatever they are listening, their listening and all, that would be interesting.	Interview	(S1.2 – 367-369)
132	Teacher 1	1c	Technical parts boring unless the teachers are equipped with knowledge.	Knowledge of pedagogy	Because it's; if you're looking at the technical part, the detailed part, it's going to be very boring. And I would say very complicating. Students may not like it, unless you're really, really good in teaching. You've attended some courses, you've got lots of experiences, and then that would be good.	Interview	(S1.3 – 44-47)
133	Teacher 1	1c	Integration the best technique.	Position of pronunciation teaching	But the best would be to integrate while you have your reading, listening and speaking; the four main skills. Integrated. Teach while that.	Interview	(S1.3 – 47-49)

134	Teacher 1	1c	Pronunciation incorporated in reading.	Teaching method	At times you can have; especially reading. The mains, main purpose of reading is to hear them saying the words, punctuation, and things like that. So, that would be very helpful. Direct skills la; reading. If not, it would be their, um, when they repeat themselves. Imitation and all that.	Interview	(S1.3 – 55-58)
135	Teacher 1	1c	Indirect through routine interaction (t-s interaction & Q&A).	Teaching method	If not, it would be like um, integrating spontaneous would be just going as you talk to them, as you communicate with them, Q&A session, discussion. Things like that.	Interview	(S1.3 – 58-60)
136	Teacher 1	1c	Not carried out as a separate lesson.	Position of pronunciation teaching	But if a stand-alone lesson means it's difficult.	Interview	(S1.3 – 60)
137	Teacher 1	1c	Ideal teaching method – interesting, interactive and integrated.	Teaching method	Erm, interactive could, could be something very interactive. Very interesting and lively. Very creative. Maybe some music and some reading, some singing. And some drama. Some role-playing where they speak. They use slangs. Maybe try to imitate movies. Try to replay the movies in a sketch form. Things like that would be good la. Instead of if you're going to sit down and teach them...	Interview	(S1.3 – 215-219)
138	Teacher 1	1c	Teaching indirectly through informal conversations.	Teaching method	But even outside class or outside school, yeah. When they say hello, hi and all, we still, we do speak in English. The same way we teach them the mannerism, the way to socialize, Q&A... its importantla, I mean, we don't do it directly, we don't do it separately. But I believe that um, through other activities somewhere rather the pronunciation is in there.	Interview	(S1.3 – 241-245)
139	Teacher 1	1c	Integrated teaching unless the students are being tested or weak.	Position of pronunciation teaching	Because it's, it's very important but it's very tedious, it's very, very difficult to pull that part out and focus on it. Unless um, you're preparing that person for a test; pronunciation test. Uh, for him or her to pass something. To get over something. That is a different case. That would be totally focusing on one skill. That particular individual is weak in this skill. So, we concentrate on this skill.	Interview	(S1.3 – 252-256)
140	Teacher 1	1c	Students learn better if everything is integrated.	Teaching method	But as in school teaching, it is all round. So, we cannot pull out one and another out. We got to put everything in as much as we can. All the skills and manipulate them; goreng them. Because we don't really teach them the skills. They don't know reading skills; oh it's reading passage. Listening skills; listening to radio, listening to TV, listening to teacher. Uh, what uh, speaking; we speak. They don't know what is it off, what it consist off and it's not important to them to know also. But one way, I think it's good if they know. At least they will try to focus. They will know that they are learning it for a purpose.	Interview	(S1.3 – 256-262)

141	Teacher 1	1b	Reliance on textbook and outline in syllabus	Source	Like textbook we use whatever that is texted from the textbook because they know the number of words; the syllabus like each year they've got about uh, a few thousands of words to be covered for each year. So, we believe that all those words are already in the texts; the textbooks. They already did the text in such a way, where they have to learn the particular words la.	Interview	(S1.4 – 6-10)
142	Teacher 1	1b	Use of other sources	Source	And then um, apart from that I like to use internet resources, Reader's Digest; I bring in Discovery magazines as well as uh, newspaper.	Interview	(S1.4 – 11-12)
143	Teacher 1	1b	The need for other sources.	Source	Because they won't; during exams, they won't go really to beyond. I mean, beyond that. Because it's already confined; it's a syllabus kind of thing already. But then, that alone is not enough for them. So, we need to get them exposed to other stuff. It's either they find on their own or I provide something like that. From revision books and things like that.	Interview	(S1.4 – 23-24)
144	Teacher 1	1b	Own design	Source	I modify the old activities. I come up with my own activities. But the content like uh, text and things like that ah, problems or what so ever, I will find it from the internet and I'll just adapt it with few extract. And I cannot be taking all because internet level is high for them.	Interview	(S1.4 – 30-33)
145	Teacher 1	1b	Adaptation of activities	Source	A lot of jargons, a lot of new words; that itself would take another period. So, more time for me to explain one by one. By the time they actually focus on the objective of doing that particular activity. So, I cannot take the whole thing. I can just adapt whatever that is okay. Simple.	Interview	(S1.4 – 37-40)
146	Teacher 1	1b	Internet materials more interesting	Source	They won't be waiting for something new already. Unless, we take some other materials which are interesting and then modify. Get this idea, get that idea and then modify, adjust this and that. So, that would be something like a suspense. Better la. And general knowledge-wise internet is also the best. Books, they're still books. They are very good, yes of course. But they still have their limits as well.	Interview	(S1.4 – 57-61)
147	Teacher 1	1b	Combination of pronunciation, vocabulary (meaning) and sentence construction.	Teaching method	How to pronounce the words. That's about it. And also the meaning and other parts of it la. How to make sentences. Like some carries more than one meaning. Then, how to pronounce it correctly, that's it.	Interview	(S1.4 – 73-75)

199	Teacher 1	1a	Teacher corrects through spelling.	Teaching method	Students – Pair 3 (Male): Eh, no, no, nie. <i>(The teacher spots another student using Bahasa Melayu and then writes the students' name on a piece of paper)</i> Teacher: “Nie”. 10 cents.	Observation	(S-L1.2 – 208-214)
210	Teacher 1	2	No translation.	Teaching method	Teacher: True ah. You got to run and do it fast ah. Kay, are you all ready? Wait, wait. Sit down, sit down. Okay, I give you; there are 10 sentences. I give you. Student: 15 minutes. Teacher: 5 minutes, okay? Student: All 10?	Observation	(S-L1.2 – 132-133)
211	Teacher 1	2	Competition.	Teaching method	And if your friend cannot spell, you must spell it out. You must repeat until they understand. Are you ready?	Observation	(S-L1.2 – 143-147)
212	Teacher 1	2	Uses spelling and repetition techniques.	Teaching method	<i>Some of the students are using their gestures or signs with their hands and body to express the meaning of words).</i>	Observation	(S-L1.2 – 155-156)
213	Teacher 1	2	Students use gestures to convey meaning.	Teaching method	Student: C.O.U.N.T.R.Y	Observation	(S-L1.2 – 175-176)
214	Teacher 1	2	Student spelling out a word.	Teaching method	Students – pair 3 (Male): *Class activity and discussion* (Inaudible) Things, things *Laughter* T.H.I.N.G.S	Observation	(S-L1.2 – 184)
215	Teacher 1	2	Students spelling out words.	Teaching method	Students – Pair 3 (Male): Ten, ten, ten. Ten, number ten. (Inaudible) Listen to my words. I.N. I.N. I,I,I. I.N.	Observation	(S-L1.2 – 205)
216	Teacher 1	2	Students demonstrating sounds.	Teaching method	I saw a lot of (inaudible) spelling it out. A lot of you all using sign languages. T,T,T, what is this *Student's name*. And then a lot of you all still had a little Malay words in between. So, we have a couple of fines.	Observation	(S-L1.2 – 234)
217	Teacher 1	2	Teacher comments technique used by students.	Teaching method	Teacher: What you did? You tried to remember. Student: Ya. Teacher: And then you had to run. And then you had to spell it out to your friends. How do you find your role? Interesting? Difficult? Students: *Chorus* Difficult. (laughter). Teacher: Why do you say difficult? Student (male): (Inaudible) Memory slow. Teacher: Memory slow, so... Student (male): No, ah. Student: We can't remember it all. Teacher: You can't remember it all. You got to run so many times up to the board.	Observation	(S-L1.2 – 240-242)

229	Student 1	3	Pronunciation not formally taught.	Position of pronunciation teaching	Interviewee: Pronunciation tu, tak ada la. Macam, kalau kita buat kerja kita kan, kita bincang nanti kalau dia suruh sorang-sorang buat tu nanti dia salah ke, baru dia bagitahu. Pronunciation la. Interviewer: Oh, kalau salah dia betul kan? Interviewee: Emm (agree).	Interview (st)	(st1-S1 – 28-32)
249	Student 2	3	No exercises on pronunciation.	Position of pronunciation teaching	Interviewer: Bila masa dia betul kan sebutan? Interviewee 2: Bila kita baca text dalam buku text, bila dia suruh baca, ah, situ lah, dia dia akan betul kan apa yang kita salah sebut.	Interview (st)	(st2-S1 – 113-120)
250	Student 2	3	Correction while reading.	Teaching method	Interviewer: Okay. Biasa tak dengar British English dan American English? Interviewee 2: Ya dengar..selalu lah dengar. Interviewer: Ada beza? Interviewee 2: Aha..sikit lah kalau kita dengar betul betul. Interviewer: Daripada segi apa tu? Rhythm..sebutan? Interviewee 2: Lidah dia, lidah dia. Interviewer: Ah..lidah dia kan? Interviewee 2: Ye..lain.	Interview (st)	(st2-S1 – 121-123)
221	Teacher 1	2	Spelling drill	Teaching method	Teacher: How do you spell “picture”? Students: P.I.C.T.U.R.E Teacher: How do you spell “regularly”? Students: R.E.G.U.L.A.R.L.Y Teacher: How do you spell “earth”? Students: E.A.R.T.H Teacher: How do you spell “finger”? Students: F.I.N.G.E.R Teacher: Buly? (Inaudible) Students: B.U.L.Y Teacher: Hat? Students: H.A.T Teacher: Bright? Students: B.R.I.G.H.T Teacher: Solve? Students: S.O.L.V.E Teacher: Difficult? Students: D.I.F.F.I.C.U.L.T Teacher: Money? Students: M.O.N.E.Y Teacher: Inherited? Students: I.N.H.E.R.I.T.E.D Teacher: Passed away? Students: P.A.S.S.E.D A.W.A.Y	Observation	(S-L1.2 -270-272)

148	Teacher 1	1a	Main objective - pass examination.	Teaching objective	It's just to, just to get them to pass the paper. At least they are able to communicate, socialize. They can work out there. Even if we look at our syllabus, main thing is to cater what, what ah. To help them in their careers and for them to survive in world out there. That's about it.	Interview	(S1.3 – 113-116)
149	Teacher 1	1a	Objective not satisfactory.	Teaching objective	As long as they can speak. As long as they can understand. Enough. As long as they can survive. That's what seen on the surface. Nobody actually examines the depth of it. So, but, chances are very high. More periods. More lessons. More to speaking and grammar then, yeah, no choice.	Interview	(S1.3 – 181-184)
150	Teacher 1	1a	Equip students' only with basic knowledge.	Teaching objective	I think above average. Yeah, it's good. At least even though they can't say long words or long sentences, at least let them say a few sentences. Exactly. Something is achieved there. Instead of you know, trying to get them to be perfect and as round as possible. At least let them be good in the start. In some parts. That would grow. Because one person says it. Another person says it. Another student would listen. That student would also pick up very fast. So they inter-correct among themselves. They interact among themselves. So, that's also good la.	Interview	(S1.3 – 292-298)
151	Teacher 1	1a	Focus on examination.	Teaching objective	Some more, I've covered all the comprehension techniques; beginning of the year. Because it's covered in SPM. Again and again, we'll go back to the same object. Same focus.	Interview	(S1.4 – 390-392)
152	Teacher 1	1a	Outlined but plays little role.	Teaching objective	Okay, one, emphasis is not there – in the syllabus or by the Ministry.	Interview	(S1.4 – 408)
153	Teacher 1	1a	Different aim.	Teaching objective	Even the main one it's nothing to do with pronunciation. Nothing. Because it's only about preparing them for the future. For them to find job and speak moderately.	Interview	(S1.4 – 420-421)
154	Teacher 1	1b	Only cover what's in the syllabus.	Teaching objective	Because they won't; during exams, they won't go really to beyond. I mean, beyond that. Because it's already confined; it's a syllabus kind of thing already. But then, that alone is not enough for them. So, we need to get them exposed to other stuff.	Interview	(S1.4 – 22-24)
197	Teacher 1	1a	Teacher penalizes a student.	Teaching style	Teacher: No “tak teacher”. 10 cents fine. <i>(The teacher spots a student using Bahasa Melayu then writes the students' name on a piece of paper).</i> StudentsPair3(Male): Classactivityanddiscussion(Inaudible)Sambung. Teacher: Sambung.	Observation	(S-L1.2 – 191)

198	Teacher 1	1a	Teacher penalizes a student.	Teaching style	StudentsPair1(Female1): R.E.G.U.REGURARY Teacher: R.E.G.U.L.A.R.L.Y Students – Pair 1 (Female 1): R.E.G.U.L.A.R.Y Teacher: L.A.R.L.Y Students – Pair 1(Female 1): L.A.R.Y Teacher: L.A.R.L.Y Students – Pair 1 (Female 1): L.A.R.L.Y	Observation	(S-L1.2 – 200-204)
200	Teacher 1	1a	Teacher penalizes a student.	Teaching style	How many of you all managed to complete all ten sentences? Oh, very good. *claps hands* Okay, so, as a reward; Izudin's group will not have to pay me 20 cents.	Observation	(S-L1.2 – 216-219)
201	Teacher 1	1a	Compliments and rewards students.	Teaching style	I don't know how you all are going to convey the punctuation, noktah, underline semua; I don't know how you're gonna do it but you have to do it in English. Your friend has to copy exactly, okay?	Observation	(S-L1.2 – 273-274)
187	Teacher 1	2	Testing the students' ability to distinguish sounds.	Assessment method	Teacher: Witch..(laughing)..say witch, three time fast, fastly? (The students are unable to pronounce) Students: Witch..wit..wit..wit..wit...	Observation	(S.L1.1 – 376-385)

Appendix L

Sample of Field Notes – Participant 1

Subject code : 1 – Lesson 1

Date : 8 February 2010

Time : 11.25a.m. – 12.25a.m.

Class : Form 5 C (Intermediate)

Topic/skill : Summary - writing

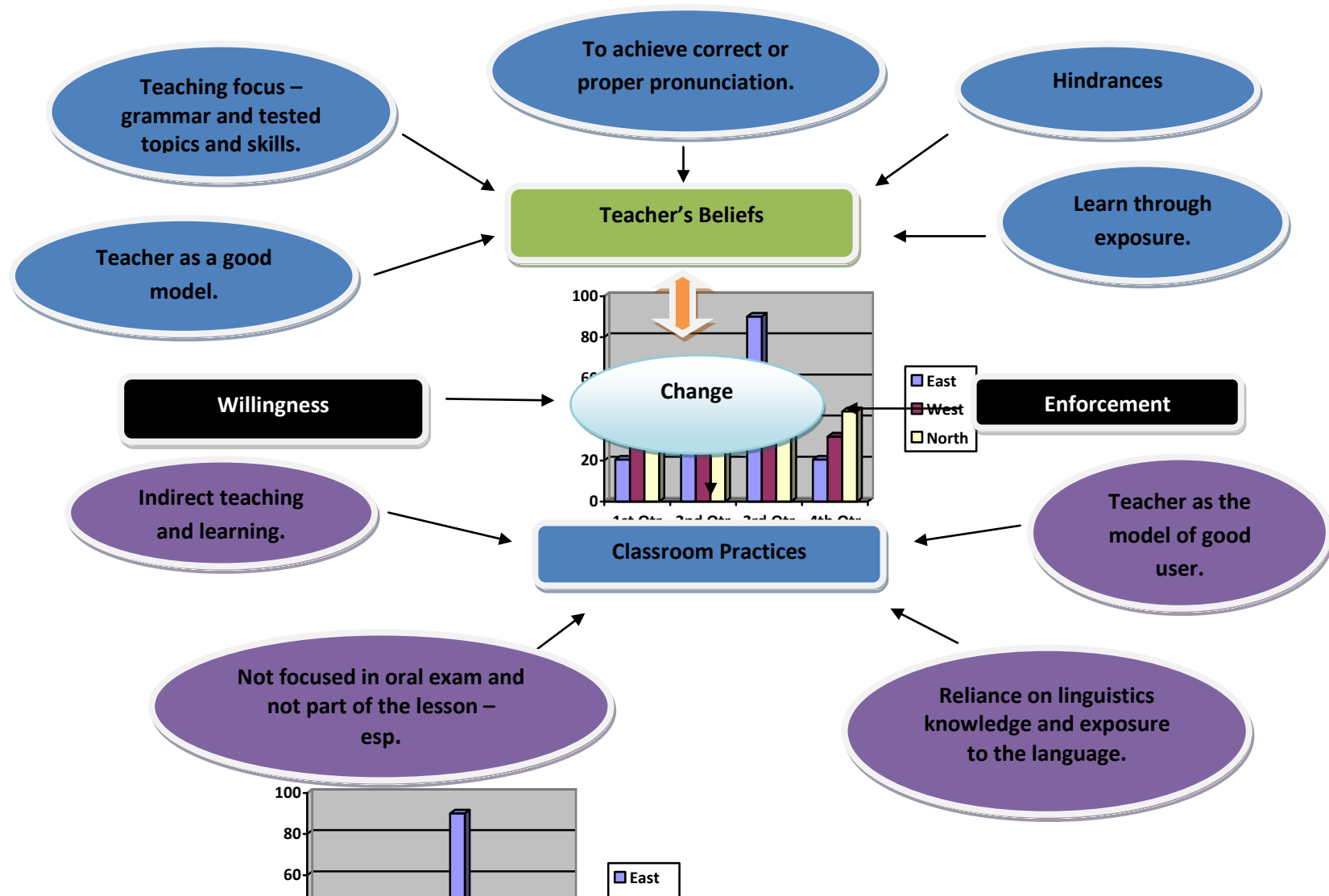
Teacher's actions	Students' actions
The teacher uses tongue twisters as the 'lead in' activity to the summary lesson. She uses the well-known tongue twister 'Betty Botter' as an example to introduce tongue twisters to the students. However, due to the background of the students and perhaps the lack of exposure to English Language uses among the students, the teacher had to explain the meaning of tongue twisters and had to accept the fact that none of the students have come across 'Betty Botter'.	Students are puzzled when they are introduced to the word tongue twisters but later become excited when they understand the meaning and see the complexity and challenges involved in saying the tongue twister – 'Betty Botter'.
During the practice of the tongue twister, the teacher gives emphasis on grammar accuracy when she highlights the past tense of 'buy', which is 'bought'. At the same time highlights the pronunciation of the word 'bought'. She also highlights previous taught grammar item, which is superlative 'better'.	
Reading aloud activity with the students is carried out. First the students read as the whole class And later read individually according to gender.	Most of the students mumbled perhaps because they are being cautious as not to allow the other students, teacher or the observer (me) hear any mistakes. Some are also perhaps not very sure of the pronunciation as well as the meaning of some words.
The activity of reading aloud progress as the teacher asks the students to increase the speed of reading. The teacher corrects the students by just mentioning that some errors were made however does not specify the errors.	The students becomes more excited as I guess they like the sense of competition and trying to show their skills to one another and also perhaps to impress the observer.

<p>Throughout the activity (individual read aloud), the teacher corrected a few pronunciation errors:</p> <p>'Mary' - /merl/ /mari/</p> <p>'wish' & 'witch' – highlights the difference between /s/ & /ʃ/.</p> <p>'does' - /das/ /dus/</p> <p>'wishes' - /es/ - the plural sound.</p>	<p>Does not seem to really struggle to pronounce the words in the tongue twisters given although they make a few mistakes. Some students even realize the mistakes in pronunciation that their friends make and try to correct them.</p>
<p>Progresses into the following task that is write summaries of the tongue twisters given. 5 tongue twisters that are quite challenging to interpret the meaning.</p>	<p>Students however do not ask questions on the new task in terms of vocabulary as well as pronunciation.</p>
<p>The teacher continues to explain the process or steps involved in summarizing. At the same time trying to show some similarities of sounds in certain words. An emphasis on vocabulary found in the tongue twisters is still the focus. The teacher explained the steps of summarizing the tongue twisters. She explained the fact the tongue twisters contain a lot of repetitions, e.g the words, 'Betty', 'butter'. She went on to explain that the students are to select the ideas that are relevant and not repeated only. The teacher also explained that students should also use appropriate sequence connectors when joining the sentences e.g, finally. She stressed on the length of the summary which should not be very long, however, she did not give any specific word limit. In addition, she emphasized on the use of first and second person as well as to be cautious with their use of tenses.</p>	<p>The students did not show that they might be facing any problems in completing the task by asking the teacher questions. However, I could see some of the students were discussing / talking among themselves, to check or confirm some things related to the summary exercise. Based on the rounds that I made, looking to see if the students are doing the exercise, I found that none of the students were actually writing the summary. They were still struggling to deal with sentence arrangement or trying to construct a sentence. Some of the students are just waiting , filling in time by asking their friends questions or talking to their friends while waiting for the English period to end soon.</p>
<p>Towards the end of the lesson, the teacher wrote some notes on the whiteboard on how to change direct speech to reported speech.</p>	
<p>While the students were trying to do the summary, the teacher drew the students' attention to more examples of tongue twisters in the textbook. She also highlighted some sound similarities while the students were trying to complete the summary exercise.</p>	

Appendix M

Sample of Coding – Theme

Teacher's Beliefs and Practices of Pronunciation Instruction (S2)



Themes

Teacher's beliefs on pronunciation

Teacher's cognition (what teachers have in mind) about the teaching of pronunciation to secondary school students in terms of the extent of teaching pronunciation, the choice of content as well as methods of teaching it. Teacher's beliefs on the pronunciation instruction are influenced by several factors which include their schooling experience, professional experience, that later determines their way of teaching pronunciation in the classroom (Borg, S., 2003). It is also influenced by contextual factors (Phipps, S. and Borg, S., 2009) such as the curriculum policy and emphasis, time constraints and examination policy. During the teachers' schooling years, the teachers were exposed and influenced to their previous school teacher's methods of teaching pronunciation and focus areas which later is strengthened by their professional experience (teacher training). However, if they do not have a teacher training background, teachers are then forced to fall back to their schooling experience or linguistic ability (good in the target language or other work experience) that they think could be used in as support in making sense of the pronunciation content and methodology (teaching approach).

a) Not tested, not taught – not important

The syllabus has outlined the contents of pronunciation that should be incorporated in the English lessons, however, the examination policy has not included the testing of pronunciation for it to gain the same attention as the other language components. The students' language ability is measured through a number of school-based as well as national-based tests. Due to time constraints, the teachers focus only on teaching the tested language components leaving pronunciation skill not taught in the English classes.

b) Teacher as a model and facilitator

In order to teach pronunciation, the English teacher must be a good model of the language. This includes being equipped with the knowledge of phonetics and phonology and knows the suitable techniques used to teach pronunciation. The teacher must also be able to use the acceptable accent, not necessarily the native accent.

c) Hindrances

There are several factors that hinder the teachers from teaching the pronunciation skills. These are the challenges faced by the subject in teaching pronunciation if they were to integrate or include pronunciation in their English Language lessons. The challenges include the difficulty of the subject matter, how the inclusion of the pronunciation component is seen as burdening the teachers and students, limitation of resources and the difficulty of access, time factor due to teaching load and administration work as well as knowledge on the pedagogical aspect of teaching pronunciation.

d) Integrated in other skills

The teaching of pronunciation is never seen as could be carried out as a separate component due to several reasons. The fact that it is assumed as a small component and less important as compared to the other language components,

e) Focus on the practical aspects of pronunciation rather than technical.

The practical aspects of pronunciation in terms of the ability to correctly pronounce the English sounds in context is seen as a more suitable goal to the teaching of pronunciation. Explanation of the technical aspects of pronunciation is seen as a burden to the teachers and students. The teachers are lacking in the knowledge of subject matter as well of methodology suitable to teach pronunciation. The students on the other hand are already burdened with the other tested language skills.

Classroom Practices

Investigation into the extent of the teaching of pronunciation in the English Language lessons and if any, how do the subjects carry out the pronunciation activities in the classroom. Evidence of integration that is in line with the model suggested by Burgess and Spencer (2000) is sought by comparing with the subjects' lessons.

a) Incorporated as a 'lead in', in dictation and vocabulary.

Pronunciation is not taught as a lesson on its own, it is always incorporated. However, it is always incorporated as a starting of the lesson activity to grab the attention of the students. It is normally carried out as a dictation or as a preparation to a reading or writing activity through a vocabulary exercise. The lack of knowledge of subject matter and methodology has made pronunciation to be treated as a small component in an English lesson.

b) Not focused in oral exam and not part of the lesson.

Although pronunciation is part of the assessment in the oral examination, it is perceived as a component that does not have a major effect in the successfulness of the oral test. The assessment is often generally graded; if the teacher feels that the student are able to read, understand a given text and able to answer questions, then, the student can certainly pass the oral test. The grading process only serves as a general guide.

c) Reliance on linguistics knowledge.

In order to teach pronunciation, or to integrated pronunciation in an English lesson, the teacher relies on her linguistics knowledge in understanding the content taught as well as in selection of activities. The teacher may have been exposed to a certain extent about pronunciation and adapted the knowledge of the techniques used in the teaching of pronunciation.

d) Teacher as the model and has authority.

One of the conditions to teach pronunciation is to be a good model of the language in terms of pronunciation. The model that should be possessed by the teacher depends on the preference of the teacher. In the pronunciation lesson, the teacher controls the activities. The teacher ensures that the students follows the activities and respond as required.